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The manual is intended to assist school administrators and teacher coordinators in establishing and maintaining programs of industrial cooperative education, that is, programs of vocational education designed to provide high school youth opportunities to receive on-the-job training in an occupation which is trade and industrial in nature, of his or her choice, by cooperatively utilizing the resources of the school and community. This 1968 revised edition presents the basic philosophy, activities, methods, and operational procedures of industrial cooperative education programs. The topical areas include: (1) Establishing an Industrial Cooperative Education Program, (2) The High School Administrator's Responsibilities, (3) The Teacher-Coordinator, (4) The Teacher-Coordinator Begins His Work, (5) Selection and Placement of Student Learners, (6) Related Instruction, Coordination, Reports and Records, (7) Advisory Committees: Their Organization and Function, (8) Program Evaluation in Industrial Cooperative Education, and (9) Aids for the Teacher-Coordinator. (CH)

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PART-TIME INDUSTRIAL COOPERATIVE EDUCATION

SCHOOL
INDUSTRY

a manual for administrators and coordinators

(Revision)

SERIES B BULL~~ET~~IN 198
REVISED OCTOBER, 1968

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STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
VOCATIONAL AND TECHNICAL EDUCATION DIV~~ISION~~
TRADE AND INDUSTRIAL SERVICE
SPRINGFIELD.

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PREFACE

Industrial Cooperative Education is a program of vocational education designed to provide high school youth opportunities to receive on-the-job training in an occupation which is trade and industrial in nature, of his or her choice, by cooperatively utilizing the resources of the community and school. This bulletin is intended to assist school administrators and teacher-coordinators in establishing and maintaining such programs. No attempt has been made to solve all problems or answer all questions which arise in the organization and operation of the program.

In Illinois, industrial cooperative education has had a steady growth during the past 21 years. It is apparent that this type of program has a place in both large and small communities in providing Vocational Education for youth in secondary schools.

The Trade and Industrial Occupations Service of the Vocational and Technical Education Division desires to assist, wherever possible, in the organization and development of Industrial Cooperative Education programs.

Eurus Stoltz, Chief
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FOREWORD

During the past several years, growth in Industrial Cooperative Education programs in the United States has attempted to keep pace with the Nation's employment requirements. Statistics indicate a vast number of job vacancies, while at the same time revealing the existence of a large number of unemployed persons lacking skills. The answer is obviously TRAINING. Industrial cooperative education has demonstrated its effectiveness in preparing high school youth for entry into the "World of Work."

Much of the material in this bulletin is not new. We have attempted to compile and report the basic philosophy, activities, methods and operational procedures involved in cooperative programs, which we and others have found to be successful.

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CHAPTER I

THE PART-TIME INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

A. Description of an Industrial Cooperative Education Program

Industrial Cooperative Education is the name applied to a recently developed program of Trade and Industrial Education. It is the outgrowth of the Part-Time Continuation program established under provisions of the original Smith-Hughes Act of 1917. It is designed to use the resources of the community and the school to prepare boys and girls for employment on the basis of an organized program of vocational training. It is, in a sense, a revised version--based on sound and proven teaching principles--of the traditional form of vocational training known as "apprenticeship." In fact, it is often thought of as "pre-apprenticeship training."

Since its beginning in 1947, Industrial Cooperative Education in Illinois has been limited to the one and two-year Trade and Industrial Education program, commonly known as Diversified Occupations or "D.O."

Industrial Cooperative Education programs provide training for boys and girls in the industrial, trade or service occupation of their choice. It requires one or two years of part-time, out-of-school, on-the-job employment for which being trained, supplemented by in-school related instruction.

Students enrolled in the program are referred to as "student-learners." The student-learner is in training at a service establishment or industry one-half of each school day for a minimum of fifteen (15) hours per week. The student also attends school one-half of each school day to take high school subjects required for graduation, including one or two periods per day for instruction related to the occupation being learned.

The program of instruction must have been developed and must be conducted in consultation with potential employers, employees, or groups of employers and employees having skills in and substantive knowledge of the job or occupational field represented by the course objective.

The program of instruction should combine and coordinate the in-school related instruction with field, shop, laboratory, cooperative work or other occupational experience which is appropriate to the vocational objective of the students. It should be of sufficient duration to develop competencies necessary to fit him or her for employment in the job or occupational field for which training is given. The arrangement also provides for: (a) the employment of student-learners in conformity with Federal, State, and local laws and regulations, and in a manner not resulting in exploitation of such student-learners for private gain, (b) an organized program of training on the job, and (c) supplemental vocational instruction in school.

The program thus brings together the employer -- commonly known as the "training station" -- and the school, in an effort to train boys and girls to become wage-earners and advance in the trade or occupation upon completion of high school. The program is supervised, directed or coordinated by a person qualified under the State Plan for vocational education. This person is known as the "teacher-coordinator."

While several different occupations may be included in a local industrial cooperative education program, each individual student-learner receives on-the-job experiences and in-school related instruction in only one. The variety and the number of different occupations represented by a given class will vary from year-to-year depending upon the occupational interests of the students and the availability of suitable training stations.

B. Types of Industrial Cooperative Education Programs

1. Two-Year Program

As indicated earlier, Industrial Cooperative Education is organized, basically, as a two-year program. It incorporates manipulative and other skills which are taught on-the-job, supplemented by appropriate related instruction which, in combination, will produce competent and knowledgeable workers.

The two-year program is designed for those high school students who have attained the legal employment age (16 years) and who are classified as either juniors or seniors. It also serves those former dropouts who have re-entered school to complete the requirements for a diploma and to acquire some basic saleable skills.

To provide for continuity of employment, as well as to increase the available time for instruction, more and more programs are being extended so as to operate during the summer months. Under this arrangement, those training stations which employ students during their junior year may continue training on the job without interruption. The related instruction in school likewise continues. Usually, the length of time devoted to related instruction, as well as that spent on the job, are increased during summer sessions because the student does not pursue any other high school courses.

In accordance with the State Plan, industrial cooperative classes must operate a minimum of nine (9) months, or thirty-six (36) weeks per year. The minimum weekly time requirements for cooperative classes composed of secondary and special students shall be as follows:

a. On-the-job training -- A minimum of fifteen (15) hours per week, not less than half of which must be during the regularly scheduled school day, or during added time when the teacher-coordinator is assigned the responsibility for supervision.
b. Related Instruction -- Two hundred (200) minutes per week of group instruction by the teacher-coordinator.

Federal regulations prescribe that student-learners may not exceed a total of forty (40) hours per week in school and on the job.

2. One-Year Program

The one-year program is designed for and especially adapted to the larger high school serving those senior students who as juniors were enrolled in a Trade and Industrial preparatory vocational program and now desire a year of on-the-job training in the same trade or occupation. Also for other seniors who for some reason were unable to enroll in the conventional two-year program. In some instances, prospective students and their parents do not become aware of the excellent potentialities of the program until such students are about to enter their senior year. Others who have previously pursued an academic program with a college objective, finally decide that their interests and talents do not lie in that direction. They, too, then look toward other high school courses having career objectives. Industrial cooperative education is one of these. The one-year program may also serve the needs of young adults who return to high school for evening courses offering credit toward a diploma.

Student-learners in this program must meet all of the minimum time requirements outlined for the two-year program and must, in addition either have had previous experience in the occupational field, or previous class instruction related to the occupational field, or be enrolled for two hundred seventy-five (275) minutes per week of instruction in a concurrent class related to the occupational field, or be enrolled for four hundred (400) minutes per week of group related instruction and taught by the teacher-coordinator.

It is possible for senior students who intend to enter the program for the first time in the fall to enroll in the preceding summer session. Student-learners, as outlined above under the two-year program, could thus begin both their on-the-job training and related instruction and hereby gain the equivalent of an additional semester's work. All training given must be through a logical step-by-step progression of job experiences and related instruction which will provide all-round experience in all phases of the operation. Excessive participation or over-specialization in a single restricted phase of work is to be avoided.

C. Occupations For Which Training May Be Given

As mentioned earlier, training may be given for practically any trade, industrial, or service occupation in the skilled or semi-skilled category having a recognized learning period of one or more years of on-the-job training. As many different occupations may be represented within a group of student-learners as there are students in the class. No occupations are included in the program which do not provide good training and opportunity for continued employment without displacement of regular workers. A partial listing of occupations suitable for industrial cooperative training programs includes:

Automobile Body Repairman
Automobile Upholsterer

Baker
Beauty Operator

Bicycle Repairman
Blockmaker - Concrete
Boilermaker
Bookbinder
Brick Mason

Cabinetmaker
Candymaker
Carpenter
Carpet Layer
Cement Finisher
Chef
Commercial Artist
Commercial Cook
Compositor
Coremaker
Custodian

Dental Assistant
Dietitian
Draftsman
Dry Cleaner

Electricial Appliance Repairman
Electrician - Auto
Electrician - General
Engraver

Floral Designer
Foundryman
Furniture Repairman

Glass Blower
Glazier

Heat Treater
Highway Engineering Assistant
Hotel-Motel Maintenance Man
Housekeeper - Institutional

Interior Decorator

Jewelry Repairman

Lab Assistant --
  BioChemistry
  Chemical
  Dairy
  Industrial
  Medical
Lens Grinder
Linoleum Layer
Linotype Operator
Locksmith
Lumberyard Worker

Machinist - Automotive
Mechanic --
  Air Compressor
  Aircraft Engine
  Automatic Pin Spotter
  Automobile
  Cash Register
  Computer
  Diesel
  Farm Equipment
  Heating & Ventilating
  Instrument
  Marine
  Motorcycle
  Office Machines
  Tractor
  Typewriter
Meat Cutter
Medical Records Assistant
Medical Service Occupations
Meter Repairman
Millwright
Mold Maker
Mortician Assistant
Mosaic Tile Setter
Motion Picture Projectionist
Multigraph Operator

Needle Trades Worker
News Dispatcher
Newspaper Reporter

Ornamental Iron Worker
Orthopedic Shoe Fitter

Painter and Decorator
Paperhanger
Patternmaker
Photo Engraver
Photographer --
  Portrait
  Surgical
Physical Therapist
Pipefitter
Plastics Worker
Plumber
Power Plant Operator
Printer --
  Compositor
  Letterpress
  Offset
Proof Reader
Production Inspector
Radio & TV Announcer

Sheet Metal Worker
Shoe Repairman
Sign Painter
Stone Cutter

Structural Steel Layout Man
Surveyor

Tailor
Taxidermist
Telephone Repairman
Tile Setter
Tire Rebuilder
Tool & Die Maker

Upholsterer

Watch Repairman
Welder
Welldriller
Window Decorator

This list is neither complete nor is it applicable to every community having a program. Many other occupations providing good training opportunities may be added. A community survey will indicate those occupations for which training is needed and should be given.

D. Basic Standards for Industrial Cooperative Education Programs

To assure that good training results and that the student-learner is not exploited, certain basic standards have been established for cooperative programs. The following criteria entitled, "Credit for Vocational Experiences," are set forth in a publication of the Office of the State Superintendent of Public Instruction entitled, "Evaluation, Supervision and Recognition of Schools," Circular Series A - No. 160 (1964), pages 21-22.

"A high school may give one unit of credit per year, not to exceed two successive years for out-of-school work experience, provided such credit is given in combination with equivalent credit given for in-school instruction which is directly related to the out-of-school work experiences. The work program is governed by the following standards:

1. Objectives of the program shall be clearly set forth in written or printed form.
2. The teacher-coordinator of the program shall be qualified in the field in which he is teaching. His qualifications shall include technical training and practical experience in the field and professional training in the operation of programs involving the cooperation of the school and the community.
3. Only pupils of employable age are eligible to participate in the program.
4. Adequate classroom facilities, equipment and reference materials are to be available.
5. Each pupil is to be paid a monetary wage comparable to that paid other learners in the program.
6. Information about each pupil necessary for the teacher-coordinator to secure placement for the pupil in accordance with his abilities shall be available.
7. Criteria by which occupations are selected should be clearly set forth in written or printed form.
8. Definite agreement as to the responsibility of the school and the establishment employing the pupil is to be determined in advance of the training program. This agreement should be put in proper form and carry the signatures of the responsible official of the school and the employer.

9. The classroom teacher correlates classroom learning with experiences on the job.
10. Each pupil is given a written or printed outline of his job learning experiences.
11. The pupil's grades are determined by accomplishments in the classroom and on the job.
12. The classroom teacher supervises the job activities through organized visits to the pupil's place of employment and through consultation with the employer.
13. The program is conducted in compliance with all laws affecting the employment of minors.
14. It is recommended that a lay consultant committee be selected to advise with the school in various aspects of the program."

E. Characteristics of Industrial Cooperative Education Programs

The major objectives and essential characteristics of Industrial Cooperative Education Programs are presented in the following comparison. If you find your program characterized in the left-hand column, you are to be commended. If on the other hand, you find your program described in the right-hand column, it may be assumed that it is weak and needs a general overhauling. It is quite likely, however, that some statements in each column will fit. If this be the case, the characteristics found in the right-hand column will indicate weakness which should be given immediate attention.

Characteristics of an Outstanding Program	Characteristics Indicating Weakness
1. The purpose of the program is to provide an opportunity for students to acquire marketable skills and knowledge in an occupation for which they have appropriate aptitude, interest, physical and personal characteristics. This is accomplished through part-time work experience in local business and industrial establishments and study of technical information in the school.	1. The purpose of the program is to provide a haven for students who either cannot or will not do well in other aspects of the school program ...or to provide opportunity for students to earn money while attending school...or other purposes inconsistent with the intent of the program.
2. Student enrollment is determined through a process which involves testing, counseling, study of school records, and the employment of all other appropriate means to determine the occupational area in which the individual has the best chance for success.	2. Students are assigned to the class with little or no consideration being given to their fitness and readiness for such experiences or the vocational needs of the individual.

3. Job placements are made through matching students' aptitudes and interests to jobs providing the type of experience needed. "By placing the right student on the right job."	3. Students are placed without regard for aptitude and vocational interest..."Just a job."
4. Occupations included in the program are of sufficient stature to justify the students' time and the credit given by the school. Each occupation must require a minimum of 1,000 hours to reach a point of proficiency with future employment opportunity being obvious.	4. Little or no consideration is given to the stature of occupations in which students are placed, with heavy emphasis on questionable occupations offering little opportunity for future employment.
5. Employers are fully aware of the principles and circumstances under which students are placed and agree to cooperate accordingly. They understand and accept the idea that they are cooperating with the school in an educational program and agree to emphasize this in dealing with the school and the student.	5. Employers employ students simply because they need help in operating their business with little understanding or regard for the educational needs. The student simply works at a job for which he is paid a wage.
6. Work experience is carried on according to a "Schedule of Work Processes" which is prepared jointly by the employer and the coordinator.	6. No plan of work experience is prepared. The student simply works with no attention being given to the sequence, scope or quality of his experience.
7. Related instruction is carried on during regularly scheduled school periods according to an organized "Plan of Work" prepared by the teacher-coordinator prior to the opening of school. Time is divided between specific related instruction, usually on a 4 to 1 basis.	7. Related instruction is carried on during regularly scheduled school periods without a definable pattern.
a. The related and technical instruction is accomplished through the use of the study guides and the employment of the supervised and directed method of teaching. Students work on specific assignments at their own best rate of speed. Emphasis is on quality	a. Too much time is devoted to work with study guides. This practice serves to promote boredom on the part of the student and the tendency to study for other courses or to devote time to other things which are out of line with the intent of

rather than quantity of work. Progress records are kept up to date and are available for observation at all times. Variety of activities is provided to prevent boredom on the part of the students.	the course. All of this tends to develop non-cooperative student attitudes with attending student problems.
b. The teacher-coordinator is in the classroom at all times. He will be actively engaged in giving individual attention to problems encountered by students in their study. Such activities may include helping students find and interpret information, counseling, oral testing and making assignments.	b. The teacher-coordinator tends to leave students unsupervised during technical related study by leaving the room or engaging in unrelated activities. This encourages the development of student problems.
c. Correlation of directly related instruction with job experience is emphasized as a vital element of the instructional program.	c. Little attention is given to correlation. The student is allowed to determine what he will study without regard to relationship with job experience.
d. General related information is taught by conventional methods to the group as a whole according to a clearly defined pattern which should be obvious to the casual observer.	d. General related instruction is weak from the standpoint of emphasis and preparation on the part of the teacher-coordinator. Thorough preparation of each lesson is necessary.
e. Every effort is made in both areas of instruction to challenge the student to his greatest and most fruitful efforts, to the end that he will aggressively seek to acquire information of a technical and general nature which, when coupled with his job experience, will make of him a happy, useful and productive citizen.	e. The character and quality of related instruction is insufficient to challenge the student, thus producing an unhappy, non-productive experience for all concerned. This frequently results from the tendency to follow the least line of resistance.
8. The library is located in the classroom and is amply supplied with reference books for all occupations represented in the	8. The library does not include reference books for all occupations included in the program to the end that

program. A minimum of three good books for each occupation is present.	insufficient reference material is available for student use. The net result of this condition is inability to conduct acceptable direct related instruction.
9. The teacher-coordinator is a professional person in every respect and exhibits the following characteristics:	9. The teacher-coordinator is qualified for his job by virtue of training and experience and may or may not exhibit the following characteristics:
a. A thorough knowledge of the public school educational program and its problems, together with a complete understanding of vocational education and its relationship to general education.	a. A lack of interest in the total school program and tendency to isolate himself and his program.
b. He is willing to cooperate in every respect and is completely loyal to the school and all of its parts.	b. There may be some doubt as to his willingness to cooperate and to assume his share of extra-curricular responsibilities under the guise that the State Department will not permit him to do so.
c. He is enthusiastic about his program and anxious to acquaint other people with it.	c. He may bceome involved in activities not related to his responsibility as a teacher-coordinator during non-teaching time.
d. He has intense interest in each student enrolled in his program, seeking to provide for each individual a meaningful related instructional and work experience program. To him each student is an institution unto himself requiring sincere individual attention.	d. He tends to be critical of the caliber of students enrolled in his program. He may assign this as reason for his failure to accomplish acceptable results.
e. He is interested in determining and meeting the educational needs of out-of-school employed people. He will be aggressive in his desires and efforts to conduct an appropriate educational program for them.	e. He demonstrates little interest in adult classes and may tend to find reasons why classes cannot be operated.

f. He will plan his out-of-school activities with his administrative superiors and will keep them informed relative to such activities. This portion of his program will produce results in sufficient scope to eliminate any doubt of the justification for the expenditure of his time.	f. He disappears after regularly scheduled class periods leaving a somewhat mysterious question as to where he goes and what he does.
g. He will be a good citizen and will enter into community activities.	g. He exhibits little interest in the community and refrains from participation in community affairs.
10. The program is operated under the counsel and advice of a representative advisory committee. Through this means active contact is maintained with the business and industrial life of the community, to the end that school officials are constantly aware of community attitudes and needs.	10. The program is operated without the counsel and advice of a representative advisory committee. Under this circumstance the program may be operated without awareness of community attitudes and needs to the end that it will be relatively ineffective.
11. A 5-year follow-up record is kept on all graduates from the cooperative program. This record should indicate that a high percentage of the graduates continue to be employed in occupations for which they were trained or in closely related occupations.	11. No follow-up record is kept with the result that little is known about what happens to graduates from the program. Without this knowledge, the program will tend to become stagnant and non-progressive.

F. Advantages of Industrial Cooperative Education Programs

Numerous advantages characterize the two types of programs of industrial cooperative training. The more basic of these are:

1. The relatively small cost of equipment and supplies necessary.
2. The wide variety of occupations for which training is possible.
3. The ability to gear the number of student-learners in training in a given occupation and at a given time to the employment opportunities available in industry.
4. The acquisition by student-learners of manipulative skills as practiced in actual job situations.

In addition to the foregoing, there are advantages which accrue to the benefit of the student-learner, to the employer-trainer, to the school, to the community and to labor.

1. Advantages to the student-learner are:

   a. Offers an opportunity to receive some specific occupational training while attending high school.
   b. Offers an opportunity to complete high school and receive the regular diploma.
   c. Offers training for boys and girls in their chosen occupation in the local community.
   d. Offers an organized plan of training on-the-job under actual industrial conditions.
   e. Offers an opportunity to secure training at a relatively low cost.
   f. Establishes definite work habits and attitudes.
   g. Makes possible a satisfactory adjustment of work and employment.
   h. Allows for correlation of school work and employment.
   i. Lends encouragement to stay in school until graduation.
   j. Offers an opportunity for employment in the local community after completing high school and the training program.
   k. Enables students, in many cases, to secure full-time employment with the training agency after completing their courses and graduating from high school.
   l. Motivates interest in other school subjects.
   m. Develops a feeling of responsibility.
   n. Provides instruction in safety and instills good occupational habits.
   o. Enables the student to stay in school due to his earnings.
   p. Enables the student to make an intelligent choice of his life's work earlier.

2. Advantages to the employer-trainer are:

   a. Gives a better acquaintance with the prospective employees of the community.
   b. Provides a source of better trained and more intelligent employees.
   c. Enables the employer to have a part in the school program.
   d. Permits other employees to become aware of their need for additional training.
   e. Enables the employer to receive more direct returns from his school tax dollar.

3. Advantages of the school are:

   a. Broadens the curriculum.
   b. Helps hold students in school longer.
   c. Allows the school to offer preparatory training for those who are entering an occupation.
   d. Enables the school to better meet the training needs of the community.
   e. Allows training in a number of occupations at the same time and at a comparatively low per capita cost.
   f. Provides closer cooperation with the community as a whole.
   g. Provides closer correlation with the job and the world-of-work.
   h. Necessitates a relatively small amount of equipment.
   i. Enables other employees to note their needs for more training.

j. Helps the establishment of supplementary training classes.
k. Permits flexibility of instruction in a given occupation, as it may readily be discontinued when the training needs of that occupation are met.

4. Advantages to the community are:

   a. Encourages young people to remain in their home community after completing high school.
   b. Encourages young people to remain in school and in the community.
   c. Allows training in a number of occupations at the same time and at a comparatively low per capita cost.
   d. Tends to produce citizens who will feel their community responsibility at an earlier age.
   e. Gives increased buying power to its citizens earlier in life.
   f. Promotes a closer cooperation between the community and the school.
   g. Provides a closer correlation between the school and employment.
   h. Enables youth to make better and quicker occupational adjustments.

5. Advantages to labor are:

   a. The assurance that the labor market will not be flooded.
   b. Enables labor to help guide the program through representation on the advisory committee.
   c. Pre-apprenticeship training is offered which will be advantageous to both apprentices and journeymen.
   d. Opens the way for part-time and evening classes for apprentices and journeymen workers.
   e. Provides a source for getting persons who have some leadership training.

CHAPTER II

ESTABLISHING AN INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

A. Procedures to be Followed

1. Community Request

When a community arrives at the conclusion that an Industrial Cooperative Education program will meet a local training need, a representative of the State Board of Vocational Education and Rehabilitation should be contacted.

2. State Office Assistance

To arrive at a conclusion regarding the situation, the Trade and Industrial Occupations Service of the State Board needs certain definite information about the community and its schools. To this end, a representative of the Trade and Industrial Occupations Service will visit the school for a preliminary discussion. Occupational data from the last United States census and other available statistics are studied and local school authorities and community leaders are consulted. In other words, reasonable assurance that the program can succeed must be evident before it can be authorized.

During this visit or subsequently, a meeting of leading employer and labor representatives and interested influential citizens in the community is called. This provides an excellent opportunity to sample interest in the program. The representative of the State Board should be invited to explain the program to this group. The members of the group should also be encouraged to inform other employers and employees regarding the program.

3. Community Survey

The representative of the State Board of Vocational Education and Rehabilitation, when satisfied with the general situation, will propose a detailed survey. The survey is intended to explore the training possibilities within the community. Such information will be needed by the local teacher-coordinator to assist him in setting up the program. The survey is made by the local school authorities through contacts with employers in the community. The Industrial Cooperative Education program is explained to them. A definite statement concerning their willingness to cooperate by training student-learners from the high school on a part-time cooperative basis is obtained. Occupational and statistical information which is helpful in determining training needs is secured.

In all probability the person (interviewer) making the survey will be a prospective teacher-coordinator, a guidance counselor or an industrial education teacher from the school. To assure the most effective outcome from the survey, this person has the responsibility for certain specific activities. These may be stated as:

What the Interviewer Does

a. Prepare the questionnaire form
b. Secure the names of prospective employers (training stations)
c. Make the survey through personal visitations
d. Make a card file on prospective employers, including data for each
e. Tabulate the results
f. Write a report

What the Interviewer Needs to Know

a. Purposes of surveys
b. Types and techniques
c. Sources of information
d. How to summarize statistics
e. Interpretation of survey information
f. Filing

4. Objectives of the Survey

In conducting the survey, answers to several questions are sought. If the survey indicates that the community can successfully support an Industrial Cooperative Education program, it will show among other things:

a. That there is a sufficient turnover of labor to insure full-time jobs for all Industrial Cooperative Education student-learner graduates.
b. That there are a sufficient number of well-equipped prospective training establishments which will offer good training programs.
c. That there are enough prospective student-learners in the high school who meet the training specifications.

5. The Survey Instrument

Two different samples of a suggested survey instrument appear on the pages which follow. They are intended to provide school authorities with such information as will help to establish the need, if any, for an Industrial Cooperative Education program. The survey instruments will also indicate the occupations for which skilled workers are needed, as well as the numbers required.

SAMPLE

TRAINING FACILITY SURVEY

Local Trade, Industrial and Service Establishments

____
Date

1. Name of firm ____________________

2. Official to be contacted ____________________

3. Address ____________________ Phone No. __________

4. City ____________________ State __________

5. Indicate occupations in your establishment which have need for skilled workers and have adequate facilities and personnel for training beginning workers.

Occupation	Number of Workers Needed
a.	
b.	
c.	
d.	
e.	

6. Are you willing to assist in a cooperative training program?

Yes ____ No ____

7. May a representative of the local public schools call to present you with detailed information?

Yes ____ No ____

8. Would you be willing to serve on a school advisory council representing your industry?

Yes ____ No ____

9. Remarks ____________________

Signed ____________________

Title ____________________

SAMPLE

TRAINING FACILITY SURVEY

Local Trade, Industrial and Service Establishments

____
Date

1. Name of firm ______________________

2. Official contacted ______________________

3. Address ______________________ Phone No. ______________

4. Number presently employed ______________________
Male Female Total

5. Percentage turnover per year ______________________%

6. Do you employ part-time workers (1-30 hrs. per wk.)? If yes, list occupations ______________________

7. Are SPECIAL training facilities provided on the job, other than incidental training given a new employee?

Yes _____ No _____

8. Of the following traits, check those you consider most important.

Accuracy
Cheerfulness
Cooperativeness
Courtesy
Dependability
Emotional Stability
Honesty
Industry
Initiative
Neatness
Physical Endurance
Punctuality

9. Does your company now cooperate with high schools in any type of school-industry programs?

Yes _____ No _____

10. Would the employment personnel of your company like to know more about the Industrial Cooperative Education program at the high school?

Yes _____ No _____

11. Remarks ______________________

____

____

B. Implementation of the Program

If the results of the survey indicate the possibility exists that an effective cooperative program can be conducted, and if continuity is reasonably certain, the school authorities may take the required steps toward its implementation. Past experience indicates that about one year usually elapses from the time of the initial contact between the local school administration and the State Office for the actual start of the program at the local level. The various steps and the suggested time schedule enumerated below should serve as a guide to assure a successful beginning.

Fall Semester (September through January)

1. Hold an informational and fact-finding meeting

    a. Superintendent invites12 to 16 leaders in the community who represent employers, labor organizations, employees and community service organizations.
    b. Have a member of the State Staff present to explain the program.
    c. Secure opinion of the group regarding need and potential success.

2. If the group opinion is favorable, make a survey of local establishments to determine interest and needs.
3. Visit other programs to observe operation (Superintendent and School Board).
4. Secure approval from local Board of Education.
5. Notify State Office that the school plans to start an Industrial Cooperative Education program next year as authorized by the local Board of Education.

The foregoing procedures should be completed by the end of the first semester. Second semester procedures follow.

Spring Semester (February through June)

1. Select teacher-coordinator

    a. local supervisor may initiate the program, or
    b. local teacher may act as teacher-coordinator, or
    c. the school may employ a new teacher-coordinator.

2. The superintendent should appoint a General Advisory Committee (See Chapter IX)
3. Carry on publicity program --
   Newspapers, faculty, student body, service groups, etc.
4. Student enrollment for next fall

    a. Study cumulative records, interview, test, and make preliminary selection from present sophomore and junior students.
    b. Enroll selected students not later than April 15.

5. Teacher-coordinator is employed by July 1

    a. Teacher-coordinator is approved by State Board of Vocational Education and Rehabilitation.
    b. Person employed must attend a five-day workshop conducted by the State Staff for inexperienced Teacher-Coordinators before commencing to coordinate the program in the fall.
    c. Duties of teacher-coordinator preceding opening of school

        (1) Locate training stations and interview trainers (Use the survey as a basis)
        (2) Fit students into proper stations
        (3) Order workbooks and other instructional materials -- $15.00 per student (1st year), $8.00 per student thereafter
        (4) Adapt instructional material to needs of local community
        (5) Prepare additional instructional materials as needed.

CHAPTER III

THE HIGH SCHOOL ADMINISTRATOR'S RESPONSIBILITIES

A. The Importance of the Administrator

This guide could in no way be considered complete without a word regarding the high school administrator and his role in the implementation and operation of an Industrial Cooperative Education program. A large part of the responsibility for the success of the program rests upon his shoulders.

B. Points of Guidance for the Principal

If the principal views the program as a dumping ground for all his misfit pupils, he dooms it to failure before it is inaugurated. If the principal looks upon the program as an extra-curricular activity, or a class unconnected to the regular school program, he does it a gross injustice. If he regards the teacher-coordinator as an individual who simply comes and goes as he wills, or as a person unrelated to the regular faculty, he misinterprets the teacher-coordinator's status and jeopardizes his chances of success.

It is equally important that the program be recognized for what it is: a training program. If it is considered merely a work program, it loses its true identity and thus, most of its usefulness.

The principal must accept the program as a regular and important part of his total school curriculum. He must realize that the teacher-coordinator is a bona fide member of the school faculty, available for regular faculty duties insofar as they do not interfere with the operation of the program.

C. Principal's Importance in Selection of Student-Learners

The principal is in a position to lend valuable assistance to the teacher-coordinator in the selection of student-learners. He must be interested and sympathetic. He should not prohibit any boy or girl who wants to enroll in the program from doing so because that pupil happens to be a better than average student of English, history, Latin, mathematics, etc., or because he comes from a home of better than average opportunities.

D. Fitting the Industrial Cooperative Education Class into the Schedule

It is recognized that the program may create some hardship in the making of a school class schedule, yet in no case has this problem been too difficult to solve. It is equally true that a student entering the class a week or two after school starts sometimes presents a problem in the rearrangement of his schedule, but few have been the case wherein the situation hasn't been ably handled by the principal. It is likewise a difficulty of slight nature when a student-learner returns to regular classes at the end of his probationary period. This type case is very rare, and if the principal gives his whole-hearted assistance in aiding the teacher-coordinator to select prospective student-learners, this problem seldom appears.

E. How the Principal Can Be Helpful

From the foregoing it is evident that the principal does play a vital role in respect to Industrial Cooperative Education in his school, and he must feel a deep obligation for the distinct service it renders and aid the program in as many ways as are possible, among which are the following:

1. Make the schedule to accommodate the related class. (This includes putting English IV, history, and English III, in particular, where the Industrial Cooperative Education student-learners can schedule them.)
2. Two student class schedules or programs (one academic and one cooperative) should be prepared for those planning to enter the Industrial Cooperative Education program. This will facilitate transferring the student out of the program and back to an academic schedule in the event he cannot be placed in a training station or if he is found unsuitable for the cooperative program.
3. Recognize the Industrial Cooperative Education program as a regular and necessary class in the high school curriculum.
4. Assign a Vocational Counselor to assist in pre-testing and scheduling students who desire to enroll in the Industrial Cooperative Education program.
5. Recognize the teacher-coordinator as a regular member of the faculty.
6. Give wholehearted cooperation to the teacher-coordinator in the selection of prospective student-learners and in making available school records.
7. Make provision for assembly programs, etc., which can be put on by the Industrial Cooperative Education class.
8. Visit the classroom and find out what the student-learners are doing and how they go about their class work from day to day.
9. Visit training agencies with or without the teacher-coordinator.
10. Facilitate in every possible way the procurement of related instructional materials.

F. The Place of Vocational Education in the High School

A few high school principals have been somewhat afraid for vocational education to come into their schools because they have the conception that the vocational educator and vocational education are unfriendly toward the academic phase of education. This is an unfortunate misconception because the opposite is true. It is a fundamental precept and basic philosophy of vocational education that standing alone it is not functional; that vocational education proposes to supplement and not supplant academic learning.

CHAPTER IV

THE TEACHER-COORDINATOR

Since the optimum effectiveness of any cooperative program is primarily dependent upon the teacher-coordinator, his success will be determined by many factors. Personal qualifications, background of experience, aggressiveness, initiative, personality, professional attitude, appearance, application, enthusiasm, and ability to get along with others are some of the traits which affect program development.

The State Office will continually appraise the teacher-coordinator's activities as he conducts the local program. Maturity of mind and actions will keynote the teacher-coordinator's behavior. The degree of his interest and ability will determine the success or failure of the program.

A. Training of the Teacher-Coordinator

The following requirements for approval as a teacher-coordinator of industrial cooperative education programs are set forth in the State Plan for vocational education:

1. Graduation from an accredited college or university with a B.S. degree, including professional courses in industrial or vocational education.
2. Ten (10) semester hours in approved trade and industrial subjects including occupational analysis, the preparation of instructional materials and other courses, such as:

    a. Development, Organization and Principles of Industrial Education
    b. Principles of Vocational and Technical Education
    c. History and Basic Concepts of Vocational Education
    d. Administration and Supervision of Industrial Education
    e. Organization and Administration of Industrial Cooperative Programs

    These course requirements should be completed within three (3) years from the date of employment as a teacher-coordinator.

B. Employment Experience of the Teacher-Coordinator

Two (2) years experience as a wage earner in one or more trade and industrial occupations or skilled trades acquired after high school graduation. A candidate with a Master's degree and a major in Industrial Education, or three (3) or more years of successful teaching in the secondary school system where the coordination is to be carried out may qualify with only one year of trade and industrial employment experience.

C. Teaching Experience of the Teacher-Coordinator

No teaching experience required, however, it is recommended that nine (9) months (one school year) of satisfactory teaching experience in the secondary schools, all of which shall have been in industrial arts or in approved vocational education subjects.

In addition to the foregoing requirements, all beginning teacher-coordinators are expected to participate in a five-day workshop sponsored by the Trade and Industrial Occupations Service.

D. Approval of the Teacher-Coordinator

To secure approval as a teacher-coordinator it will first be necessary for the candidate to submit through his or her school office to the Trade and Industrial Occupations Service, State Board of Vocational Education and Rehabilitation, 405 Centennial Building, Springfield, Illinois, a transcript of college credits and three copies (original and two carbons) of Form VE 14 (Application For Vocational Approval). Completeness and accuracy are essential.

By referring to the item-by-item procedures and the sample teacher's Form VE 14 on the following pages, the applicant will be able to complete the forms properly. Upon receipt in the State Office, the applicant's record, including school transcripts and employment information, is reviewed. An over-all evaluation on the basis of State Plan requirements is made. If approved, the school and/or applicant are notified by a letter of approval. The prospective teacher-coordinator is then eligible to assume his responsibilities subject to the completion of any required professional courses not taken previously.

REQUIRED PROFESSIONAL COURSES AND COURSE EQUIVALENTS IN MEETING VOCATIONAL CERTIFICATION FOR TRADE AND INDUSTRIAL EDUCATION PERSONNEL

U. of I.	S.I.U.	I.S.U.	N.I.U.	C.S.C.	Teacher	Teacher Coordinator	Local Supervisor
383 or 488	495	304	447	306	X	X	X
	496	302	544 or 545		X	X	X
388	491-b	305	345 or 546	327	X	X	X
	494						X
381 or 481	485	400 or 405	343 or 541	328	X	X	X
489	505	402	576	322			X
382	506 or 525	393	417	329		X	X
Minimum Semester Hours Required For Approval					(8)	(10)	(14)

University of Illinois, College of Education, Urbana

381 . . . . Principles of Vocational and Technical Education
382 . . . . Organization and Administration of Industrial Cooperative Programs
383 . . . . Development, Organization and Principles of Industrial Education
388 . . . . Special Techniques of Teaching Vocational-Industrial Subjects
481 . . . . History and Basic Concepts of Vocational Education
488 . . . . Curriculum Problems and Trends in Industrial Education
489 . . . . Administration and Supervision of Industrial Education

Southern Illinois University, School of Technology, Carbondale

485 . . . . Principles of Philosophy of Industrial Vocational and Technical Ed.
491-b . . . Principles of Trade Teaching
494 . . . . Organization and Administration of Industrial Education
495 . . . . Occupational Analysis
496 . . . . Selection and Organization of Subject Matter
505 . . . . Supervision of Industrial Education
506 . . . . Cooperative Programs
525 . . . . Interrelated Vocational Cooperative Education

Illinois State University, College of Applied Science and Technology, Normal

302 . . . . Evaluation Techniques of Industrial Education
304 . . . . Occupational and Job Analysis
305 . . . . Improvement of Instruction in Industrial Education
393 . . . . Cooperative Education
400 . . . . Foundations in Industrial Education
402 . . . . Organization and Administration of Industrial Education
405 . . . . Philosophy of Practical Arts and Vocational Education

Northern Illinois University, College of Industry and Technology, DeKalb

343 . . . . Philosophy of Vocational Education
345 . . . . Teaching Problems in Industrial Education
417 . . . . Industrial Cooperative Education
447 . . . . Occupational Analysis
541 . . . . History and Philosophy of Industrial Education
544 . . . . Content and Methods of Industrial Education
545 . . . . Curriculum Construction in Industrial Education
546 . . . . Evaluation in Industrial Education
576 . . . . Administration and Supervision of Industrial Education

Chicago State College South, Department of Industrial Education, Chicago

306 . . . . Trade or Occupational Analysis
322 . . . . Administration and Supervision of Industrial Education
327 . . . . Special Techniques of Teaching Vocational Industrial Subjects
328 . . . . History and Concepts of Vocational and Industrial Education
329 . . . . Cooperative Education

Courses to meet vocational certification must be taught by approved trade and industrial teacher trainers.

Instructions for Completing Form VE 14 - Application For Vocational Personnel Approval (Type or Print)

Name: Last name - first name - middle or maiden name

Address: Number and street, city, state and zip code number

Residence Phone: Your current residence phone number

Social Security Number

Certificate Held: Indicate kind of certificate now held. If no certificate has been issued to you, write "none"

Program to be Taught: Industrial Cooperative Education

Program Purpose: Secondary

Type of Program: Cooperative

Schools Attended: List in sequence all schools attended, including high, trade, technical and college

Location of School: Show city and state for each school attended

Attendance: State beginning date (month and year) and ending date (month and year) at each school

Courses Completed: College degree, with major field of study

Professional Training: List only those professional vocational education courses taken in preparation for teaching. Show the names of schools, their location, the number and title of the courses, the dates of attendance and the semester hours credit earned.

Employment Record: Fill in the name of each firm or company by whom you have been employed. State address of each employer, list all periods of employment showing the dates from (month and year) to (month and year) and attach letters from employers verifying employment.

Teaching Experience: List your teaching experience. Give the names of schools, their location, employment dates, subjects and grade levels taught

Signature: Sign and Date (Submit three (3) copies)

NOTE: Attach one (1) copy of the teacher-coordinator's college transcript of credits to the application form VE 14. A photostat copy of transcript is acceptable.

Submit in Triplicate

STATE OF ILLINOIS

Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education

405 Centennial Building
Springfield, Illinois 62706

STATEMENT OF QUALIFICATIONS and APPLICATION FOR VOCATIONAL PERSONNEL APPROVAL

1. Last Name First Middle or Maiden

2. Home Street Address 3. City and State 4. Zip Code

5. Residence Phone 6. Social Security No.

7. List all valid certificates and licenses (if applicable) by name and number

8. Vocational or Technical courses to be taught, supervised or administered

9. Program Purpose/s (Check one)
☐ Secondary ☐ Post-Secondary ☐ Adult ☐ Special Needs ☐ Other (Specify)

10. Type of Program/s or Administrative Position (Check one)
☐ Preparatory ☐ Cooperative ☐ Supplementary ☐ Other ☐ Supervisor ☐ Director

FOR STATE USE ONLY

☐ Approved Date:
☐ Conditionally Approved
☐ Instructor
☐ Teacher/Coordinator of Cooperative Education
☐ Local Director
☐ Local Supervisor

Date Conditional Approval Expires:

Signed: ______
Chief of Occupational Service

Vocational Approval No. ______

11. Occupational Service Administering Curriculum:
(Example—Agriculture, Trades & Industry, etc.)

12. EDUCATIONAL AND PROFESSIONAL TRAINING
HIGH SCHOOLS, TRADE AND TECHNICAL SCHOOLS, COLLEGES AND UNIVERSITIES

School	Address	Dates of Attendance		Degrees or Certificates Earned	Majors or Areas of Specialization
		From	To		

13. APPLICANTS WHO HAVE ATTENDED TECHNICAL INSTITUTES, COLLEGES OR UNIVERSITIES MUST SUBMIT COMPLETE TRANSCRIPTS OF THEIR CREDITS

14. EMPLOYMENT EXPERIENCE OTHER THAN IN SCHOOLS, COLLEGES AND UNIVERSITIES

Name of Employer	Address	Dates of Employment		DESCRIPTION OF WORK Be very specific as to nature and type of work. Include job title or description and degree of responsibility. Indicate full-time and part-time.
		From	To	

15. LETTERS CONFIRMING EMPLOYMENT OTHER THAN EDUCATIONAL MUST ACCOMPANY THIS APPLICATION

16. EDUCATIONAL EMPLOYMENT EXPERIENCE

Name of School	Address	Dates of Employment		Courses or Subjects Taught
		From	To	

I certify that the above statements and information are correct, to the best of my knowledge.

Signature of Applicant Date

17. SPACES BELOW ARE TO BE COMPLETED BY SCHOOL ADMINISTRATOR, LOCAL DIRECTOR OR LOCAL SUPERVISOR

IDENTIFY OCCUPATIONAL COURSES OR CURRICULUM IN WHICH INSTRUCTOR WILL TEACH OR ADMINISTER. (USE COURSE TITLE AND CATALOG NUMBER)

1.
2. 5.
3. 6.
4. 7.
8.

18. IDENTIFY OCCUPATIONAL CURRICULUM TO BE SUPERVISED BY TITLE AND O. E. CODE NO.

1.
2. 4.
3. 5. 7.
6. 8.
9.

19. I believe this applicant meets the minimum qualifications, as set forth in the "Essentials" of the occupational service administering the occupational curriculum, and hereby recommend approval.

SIGNED Superintendent or Local Director Date

20. Name, Address, and Zip Code of School

STATE USE ONLY

PROFESSIONAL VOCATIONAL EDUCATION COURSES TAKEN IN PREPARATION FOR TEACHING

Name of School	Location of School	Number and Title of Course	Dates of Attendance		Semester Hours
			From	To	

21. COMMENTS

E. Personal Traits of a Good Teacher-Coordinator

1. Diplomatic
   - a. He should always say the right thing at the right time.
   - b. He should never intentionally antagonize anyone.
   - c. He realizes that even though the other person may be wrong, it is better many times to leave that person in his ignorance.
   - d. He does not tell the employers of student-learners how to run their business.
   - e. He is considerate of the employer's time and is able to sense when an interview is finished.

2. Sense of Humor
   - a. He can laugh with his student-learners.
   - b. He can appreciate a joke on himself.

3. Control of Temper

   He does not lose his temper under vexing situations.

4. Responsibilities

   He fulfills his responsibilities to:

   - a. The student-learner
   - b. The training agency
   - c. The school
   - d. The State Board of Vocational Education

5. Sympathetic
   - a. He appreciates his student-learners school problems.
   - b. He appreciates his student-learners employment problems.

6. Disappointment

   He is able to take the disappointment when certain situations do not work out to the satisfaction of the students, their parents, the trainer or the school.

CHAPTER V

THE TEACHER-COORDINATOR BEGINS HIS WORK

A. Training for the Job

The teacher-coordinator, like anyone else starting a new endeavor, should have training in the methods found to be most effective for the job he has to do. Although he may have had experience as a teacher in secondary schools, he will find that the job of coordinating an Industrial Cooperative Education program involves new experiences which he has never before encountered.

B. School and Community Contacts

The teacher-coordinator should be ready to go to work in setting up the program following completion of the workshop for beginning teacher-coordinators. It will take from four to six weeks prior to the opening of school in the fall to have everything ready for the students to enter training on the first day of school. The first contacts should be made with the administrators of the school to discuss the plans to be followed, to look over the facilities for the related classroom and to determine the method of ordering the reference materials needed.

Immediately following his conference with the superintendent and/or principal, the teacher-coordinator can very well spend one or two days simply presenting himself to the businessmen of the community, telling them why he is there and what he plans to do. If the superintendent or principal can accompany him on this "tour," so much the better. It is highly advisable that the teacher-coordinator, while in this get-acquainted campaign, be sure to see the employers who were contacted in the preliminary survey.

Early in the planning of the program, the teacher-coordinator should get acquainted with the counselors to find out what preliminary work was done with students toward informing them of the program. He may have a list of students who have indicated an interest in the training. He will undoubtedly have available files which will help in selecting students. If he is not personally acquainted with a student, he can direct you to someone who is.

C. Organizing a Vocational Consultant Committee

If the teacher-coordinator is strange to the community, he could easily make serious mistakes by proceeding along "unknown ground" without guidance. It might be possible that an employer would assign a student-learner to a trainer who would not have a good moral influence. It is possible that a training situation could be misrepresented and the employer might exploit the student-learner rather than provide all-round training. Again, the teacher-coordinator might place a student-learner in a training agency that is unpopular for one reason or another.

To insure proceeding along safe and sure lines, it is necessary to have a committee of local persons upon whom the teacher-coordinator can depend for advice and guidance. The superintendent should suggest the names of four or five men who he knows have lived in the community a long time and who are accepted as responsible, reliable leaders and interested in vocational training and helping youth get started in satisfactory employment.

The purpose of this committee is to give guidance to the teacher-coordinator in getting the program started. Before approaching an employer to secure his cooperation in training a student, the teacher-coordinator should seek the advice of the committee. The organization and functioning of advisory committees is detailed in Chapter IX.

D. Presenting the Plan to the Community

In the event that a representative of the State Office did not speak to the local civic and service organizations at an earlier time, it is highly advisable that the superintendent arrange for the teacher-coordinator to do so. At the time the teacher-coordinator meets the civic groups, he should deliver a carefully prepared talk of about twenty minutes duration in which the entire Industrial Cooperative Education program is explained. At the end of the talk, give the group an opportunity to ask questions which should be answered clearly and concisely.

The superintendent should also see to it that a reporter from each local newspaper is present. The teacher-coordinator should be permitted to review any write-ups before publication.

At proper intervals the teacher-coordinator should supply information to the newspapers in the form of well-written articles which explain Industrial Cooperative Education to the public, tell of its place in the local high school and progressively keep the community informed as to the progress of the program.

In the process of presenting the plan to the community by means of talks, interviews, conferences and newspaper publicity, the teacher-coordinator will find valuable assistance in the following tables:

MATERIALS TO USE	AVAILABLE SOURCE
1. Bulletins	1. Federal, State and local bulletins
2. Literature	2. Magazine articles
3. Charts, graphs, slides, pictures, examples of schedule of processes and student notebooks	3. a. Federal, State and local bulletins b. Workshop reports c. Statistics compiled in State Office d. Workbooks

MATERIALS TO USE	AVAILABLE SOURCE
	3. (Cont'd.)
	e. Surveys
	(1) Local information
	(2) Census reports
	(3) School records
	f. Other programs
4. Employment possibilities	4.
	a. Employment Service
	b. Local surveys
5. Accomplishments and possibilities	5.
	a. Federal, State and local bulletins
	b. Results from other programs
6. Facts about other programs	6. Yearly summary reports from local programs
7. Comparative facts of programs	7.
	a. Federal, State and local bulletins
	b. Comparative results of different types of school programs
	c. Actual cost of different types of training programs
8. Employment records of former students	8. Follow-up study conducted annually
9. Training needs as indicated by students	9. Survey of student body applications
10. Employment information	10.
a. Labor turnover	a. Statements of individual employer
b. Average age of those employed in occupation	b. Labor department statistics
c. Method of entrance	c. Census reports
d. Number of trained workers and learners in each occupation	d. Apprenticeship laws, rulings and policies
e. Length of training period	e. Insurance charts and data
f. Physical requirements of employees	f. Industrial history and economics
g. Hazards of the occupations	
h. Possibilities of promotions	
11. Scales of wages, rates of pay	11.
	a. Statements of employers
	b. Statistics
12. Steadiness of employment (seasonal)	12. Labor department statistics
13. Employer's policies	13. Statement of employers
14. Channels of authority	14. Study of labor and company policies
15. Economic statistics of the occupations	15.
	a. Census report

MATERIALS TO USE	AVAILABLE SOURCE
	15. (Cont'd.) b. Industrial economics c. Labor department statistics
16. Opinions of employers	16. Statement of employers
17. Opinions of labor	17. Statement of labor leaders
18. Actual cost of different types of training programs	18. Listing of data available

E. Avoiding Difficulties

"An ounce of prevention is worth a pound of cure" is an old adage which can apply in coordinating an Industrial Cooperative Education program. It is well that the teacher-coordinator study the difficulties he is likely to encounter and do everything within his power to avoid criticism. In the event difficulties are encountered he may be able to overcome them by employing some of the methods suggested in the following chart:

DIFFICULTIES LIKELY TO BE ENCOUNTERED	HOW TO OVERCOME THESE DIFFICULTIES
1. Possible criticism as to relative per capita cost of the program	1. Cite advantages to school due to: a. Comparatively low equipment and supply cost b. Value of created interest in school and work (holding power of school is increased) c. Broadening school curriculum to better meet occupational needs of community d. Permitting boys and girls to secure their training without leaving their home community e. Furnishing occupational preparation plus academic training f. Adjusting pupils to the responsibilities of citizenship earlier in life g. Reimbursement from state and federal funds decreases the net cost of the program to the community

DIFFICULTIES LIKELY TO BE ENCOUNTERED	HOW TO OVERCOME THESE DIFFICULTIES
2. Possible objections to program by labor	2. Assure representatives of labor that: a. Program is not designed to flood market with learners in any one craft b. Program will be to provide replacements as approximately 5% leave trade each year (endeavor to secure local statistics) c. The training is for developing workers for the future d. The training is available for their children -- an opportunity their parents did not have e. The student-learners are not replacing anyone who is now employed f. The program is not to turn out journeymen workers (pre-apprentice training) g. The program is guided by a representative advisory committee in which labor has a voice h. It provides an organized plan of training in the occupation of the student's choice and in which he is interested
3. Possible charge that youth is being exploited	3. Explain that: a. Students are workers and are paid while on the job in an organized training program b. The wage is a comparable one c. The working conditions are checked by the teacher-coordinator d. A progressive schedule of processes to be learned is an essential feature
4. Possible charge that vocational teachers (coordinators) feel they are separate from and do not have to take part in school programs	4. The teacher-coordinator is a member of the high school faculty and must make himself a part of the school program in every possible way without neglecting his specified duties.

DIFFICULTIES LIKELY TO BE ENCOUNTERED	HOW TO OVERCOME THESE DIFFICULTIES
5. Possible criticism that the work program disturbs school schedule	5. a. Cooperate with principal and faculty in arranging schedules b. Show that this is a minor difficulty c. Explain how schedules are arranged in other high schools having the Industrial Cooperative Education program
6. Possible fears that a satisfactory schedule for compensation cannot be arranged	6. a. Explain that pay will be approved by advisory committees b. Point out what is being done elsewhere
7. Possible objections to hazardous work in some occupations	7. Explain that: a. Safety precautions will be practiced and stressed b. Student will be protected by insurance just as any other employee c. Student will not be placed in any training where he cannot work legally d. All students will be employed under the provision of the Child Labor Act under the Fair Labor Standards Act of 1938 as amended e. Student will not be placed at work without the consent of his parents

F. Coordination Time

The teacher-coordinator devotes a part of his time to counseling with prospective students, correlating work experiences on the job with school instruction, organizing necessary instructional materials, and in supervising and directing the student-learner's study of related and technical information as it applies to the occupations in which they are engaged. Coordination time shall depend upon enrollment. In addition to the related subjects class, not less than one (1) clock hour per day, five (5) days per week for each ten (10) students or fraction thereof is required.

G. Selection and Equipment of Classroom

At some point during the preliminary "ground work," the teacher-coordinator and administrator should select a well-lighted classroom and begin equipping it with the necessary furniture. Due to the type of instruction carried on in an Industrial Cooperative Education related class, it is preferable to equip the room with tables and chairs, rather than the conventional type schoolroom seats or desks.

The tables should be arranged in a "U" shape with the chairs on the outside of the U. The teacher-coordinator's desk should be between the tips of the U and slightly outside the enclosed space. The tables and chairs should be so placed that, if possible, no student-learner receives a glare of light entering through windows. Consult the suggested classroom arrangement which follows:

The classroom, library, and other facilities, including instructional equipment, supplies, teaching aids, and other materials should be adequate in quantity and quality so that they will enable those who are to be trained to meet their occupational objective. The necessary facilities, equipment, and supplies for the related subjects classroom, according to the general requirements of the State Plan, are:

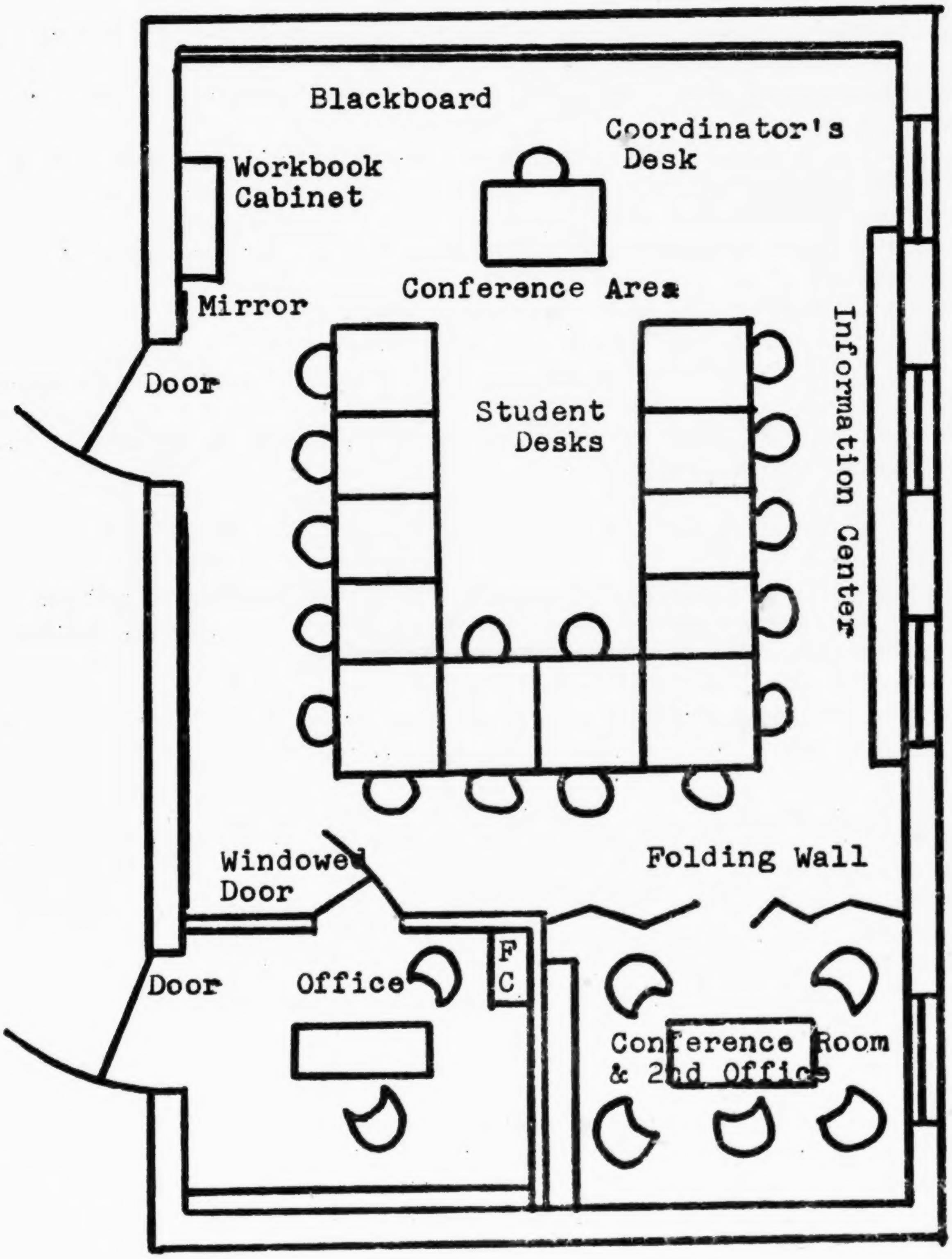
a. ordinary classroom
b. tables and chairs
c. blackboards, 8 to 12 feet
d. bulletin board space
e. chalk and erasers
f. adequate lighting facilities
g. typewriter, table and chair
h. access to mimeographer or duplicator
i. teacher's desk and chair
j. book case
k. magazine rack
l. four-drawer letter file
m. two-drawer, 3 x 5 card file
n. workbook cabinet
o. reference material shelving
p. stationery
q. stamps
r. mimeograph supplies
s. paper, second sheets, carbon
t. file cards and indices
u. file folders and indices

H. Instructional Materials

The community must also agree to provide adequate funds to secure necessary instructional materials, including reference books, texts, bulletins, pamphlets, trade journals, correspondence courses, charts, magazines, etc. A well-equipped related subjects library is needed to insure the pertinent, practical and current occupational practices may be taught.

The funds which are provided by the local school authorities shall not be less than $15.00 per student-learner during the first year that the program is in operation. The second year, whatever amount is needed per student-learner is to be provided, and thereafter such amount as will adequately provide necessary instructional materials. These amounts should be spent at the discretion of the teacher-coordinator.

SUGGESTED ARRANGEMENT FOR THE INDUSTRIAL COOPERATIVE EDUCATION CLASSROOM


Blackboard
Coordinator's Desk
Workbook Cabinet
Mirror
Conference Area
Door
Student Desks
Information Center
Windowed Door
Folding Wall
Door
Office
F C
Conference Room & 2nd Office

I. Duties of the Teacher-Coordinator

The following are among the more important duties of the teacher-coordinator. It should be emphasized here that the principal duties and responsibilities of the teacher-coordinator are: (1) to the student; (2) to the employers; (3) to the school administrators; (4) to the parents; and (5) to the community. These duties, stated briefly, are as follows:

TO THE STUDENT:

1. Explain the purposes and operational procedures of the program of part-time cooperative training.
2. Make available proper information about occupations and occupational trends.
3. Assist him in making a realistic occupational choice based on an understanding of himself and opportunities available to him.
4. Make proper placement and supervise while in training.
5. Provide proper training plan for each student in cooperation with employer.
6. Prevent exploitation; work out pay-scale plan.
7. Establish progress and permanent record systems.
8. Provide adequate reference materials for direct and general related study.
9. Create in the students sincerity and an interest in following chosen occupations after graduation.

TO THE EMPLOYER:

1. Interpret the program--its purposes and operational procedures.
2. Recommend students who will profit most from training the employer can offer and who, at the same time, will fit best into the employer's organization.
3. With the employer develop a training plan (including related instruction) and ascertain his correct understanding and acceptance of it.
4. See the placement is justified.
5. Continually strive to further students' proper attitude toward job, employer and co-workers.
6. Provide students with the proper instruction in related subjects.
7. Adjust all complaints.
8. Transfer or remove misfits.
9. Carry out systematic plan of coordination (supervision).

TO THE SCHOOL OFFICIALS:

1. Develop and maintain a clear understanding of the purpose and plan of the program--with administrative staff and faculty.
2. Establish and maintain cooperative working conditions.
3. Abide by disciplinary regulations which apply in the school.
4. Assist in planning schedules to meet the needs of students in part-time cooperative training programs.
5. Seek aid of teachers and counselors in making personal analysis or appraisal of each student.
6. Recognize that other teachers also have problems.

7. Make records available as deemed desirable for benefit of student, school and/or employer.
8. Seek aid in developing study materials for trainees.
9. Follow proper lines of authority in all matters.
10. Keep systematic records and reports showing:

    a. State reports (on time)
    b. Progress reports
    c. File or mail
    d. General data (permanent record)
    e. Training memorandum
    f. Training data
    g. Training plans and job analysis
    h. Student Progress Charts
    i. Contacts made and results accomplished
    j. Visitation reports
    k. Student applications
    l. Employer's rating (periodic)
    m. Regular school records, etc.

11. Encourage surveys, follow-up and other studies to identify needs of both student and community.
12. Work out yearly plan and budget.
13. Make arrangements for publicity regarding the program.

TO THE PARENTS:

1. Maintain cooperative relations with parents.
2. Visit parents in the homes of student-learners.
3. Be able to justify placement, adjustments, or transfer of students.
4. Keep expenses of program within reasonable bounds.
5. Stress the importance of students' training in worth-while occupations.

TO THE COMMUNITY:

1. Establish a clear understanding of the program.
2. Cooperate with all public agencies.
3. Create and maintain public support.
4. Keep the public informed of progress.
5. Assemble accurate data.
6. Provide adequate training opportunities at reasonable cost.
7. Keep informed as to changing business and industrial trends.
8. Avoid stirring up unpleasant situations.

It should be re-emphasized here that the teacher-coordinator of a good part-time industrial cooperative training program works in close harmony with school officials, employers, students, parents, and the public in general. The teacher-coordinator's versatility, tact, and initiative determine in large measure the success of any local program.

J. Professional Growth and Development

Continued professional growth and personal development are essential characteristics of the successful teacher-coordinator. These may be summarized as follows:

What the Teacher-Coordinator Does

- Keeps up-to-date by working part-time in industry or business
- Develops ability in dealing with others
- Keeps up-to-date professionally
  - Attends workshops
  - Reads current literature on his specific field
  - Takes further college work
  - Attends and participates in meetings of education groups such as: AVA, IVA, IIEA, NEA, PTA, Round Table and faculty meetings
- Develops an ability to get things done
- Asks for constructive criticism of himself and the program by those in position to judge
- Develops the ability to speak effectively to specific groups
- Improve his personal grooming and manners

What the Teacher-Coordinator Needs to Know

- Job analysis
- How to talk with different groups of people
- How groups react
- How individuals react
- Sources of materials
- How to work with and in groups
- The nature and purposes of professional organizations
- The psychology of securing cooperation
- Know how to appeal to specific groups
- How to accept and evaluate criticism
- Public speaking
- How to set an example for others
- Everyday courtesy
- Know clothes and how to wear them

Professional Relationships

- Works with students and faculty on overall school program
- Explains the program to the faculty
  - Talks at faculty meetings
  - Discusses the program with new members of faculty
  - Uses audio-visual aids
- Talks with counselors, teachers and office staff about student problems
- Observe school rules, policies and customs in ethical manner

- How to work with students and faculty
- Details of the program
- Points of the program that appeal to teachers
- How the program fits into the total school program
- Scheduling problems and prcedures
- School rules, policies, customs and traditions

K. Administrative Relationships of the Teacher-Coordinator

Among the many and varied activities which are inherent in the work of the teacher-coordinator, we include those which relate to his relationships with the school administration.

What the Teacher-Coordinator Does

- Explains needs and progress of program clearly to the administration
- Sees that all students meet overall requirements for school graduation, including college entrance requirements
- Works for integration of cooperative education into the school program
- Presents the program budget
- Makes an annual written report to the principal and superintendent
- Procures administration participation in the following activities concerned with cooperative students:
  - Employer-Employee Banquet
  - Advisory Committee meetings
  - Visits to students and employers on the job
  - Visits to students' social and business meetings
- Shares other school responsibilities
- Clears all newspaper releases and special programs

What the Teacher-Coordinator Needs to Know

- How to follow proper lines of authority
- Basic philosophy of Vocational Education
- Specific objectives of cooperative education
- Legal background of Vocational Education
- Requirements for cooperative education
- Local school and state policies on graduation and college entrance requirements
- Year-by-year curriculum requirements of students
- Basic school policy
- Classroom and library needs
- Current costs of items needed
- New materials and methods
- Fundamentals of general school budget

CHAPTER VI

SELECTION AND PLACEMENT OF STUDENT-LEARNERS

A. Importance of Careful Student-Learner Selection

It is imperative that the teacher-coordinator recognize the fact that the student-learner is the most important element in the program. The success of the program, therefore, is going to depend to a great extent upon the selection of student-learners.

B. Criteria for Selection

"The purpose of any vocational education program is to prepare individuals for employment, or to give additional training to those already employed, and to place them in occupations in which they can be happy, useful and successful. One's occupation is an important, if not the dominant factor in his life, and its selection should involve careful study and guidance. It is unwise, therefore, to select students for a vocational education program on the basis of first come -- first served.

"In all cases, the teacher-coordinator should make sure that the individual has an interest in the occupation, that he has the physical fitness, ambition, intelligence, personality, etc. necessary for success in employment.

"It will be found that some students cannot remain in school without the aid of part-time employment. Wherever possible, such students should be included in the program and encouraged to remain in school...

"There is another group of youth who should be served through the program. They are those who have dropped out of school and are working either part-time or full-time in industry. These boys and girls should be encouraged to return to school full-time and complete their high school courses through the program. In some communities a young adult Industrial Cooperative Education program may be available."*

C. Student-Learners' Eligibility for the Program

Students selected for training in this program shall be from those who are at least sixteen (16) years of age. They must be eligible for enrollment in the last two years of the regular high school program, unless individually recommended in writing to the teacher-coordinator by the local advisory committee, guidance counselor or principal. This would also include those overage students or those who may have previously dropped out and who have re-entered school with junior or senior standing.

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*Selvidge, R. W. and London, H. H., Essentials of Effective Teaching in Diversified Occupations, Unpublished paper. Industrial Education Department, University of Missouri, Columbia, Missouri, 1939

D. Sources of Information about Prospective Student-Learners

When the teacher-coordinator receives an application for entrance into the program, he should begin studying the prospective student-learner from all angles. Individual conferences should be held with the student; his school record should be examined; previous teachers should be consulted; his home should be visited and acquaintanceship with his parents established. Through these media, the rating scale which follows may be completed and an evaluation thus made of the prospective student's potentialities.

RATING SCALE

Name of Student ______________________ Date ____________

In the proper spaces provided below, check student on the items listed, and write in the ( ) points on each item, then total.

	TRAITS	DESCRIPTION	POINTS
1.	Ability to learn	Quick (4) Fair (2) Slow (0)	______
2.	Capacity for work	Unusual (4) Industrious (3) Average (1) Poor (0)	______
3.	Judgment	Uncanny (4) Sound (3) Average (1) Poor (0)	______
4.	Initiative	Exceptional (4) High (3) Fair (2) None (0)	______
5.	Appearance	Very neat (4) Neat (3) Careless (2) Sloven (0)	______
6.	Leadership quality	Outstanding (4) Noticeable (2) Low (0)	______
7.	Desire to make good	Pronounced (3) High (2) Average (1) Low (0)	______
8.	Ability to take orders	Outstanding (3) High (2) Average (1) Low (0)	______
9.	Reliable	Very (3) Ordinarily (1) Unreliable (0)	______
10.	Perseverance	Unlimited (3) Ample (2) Moderate (1) Weak (0)	______
11.	General conduct	Courteous (3) Discourteous (2) Rude (0)	______
12.	Accepts criticism	Readily (3) Indifferently (2) Reluctantly (1) Rejects (0)	______
13.	State of health	Excellent (2) Sound (1) Poor (0)	______
14.	Ability to mix	Natural (2) Fairly good (1) Doubtful (0)	______

Perfect score: 46 SCORE ______

Remarks: ____

Rated by ______________________
Signed

The following columnar arrangement of what the teacher-coordinator "does" and should "know" will more clearly illustrate his role in the selection and placement of students:

What the Teacher-Coordinator Does	What the Teacher-Coordinator Needs to Know
1. Selection	
Explain cooperative program to students Make a survey of prospective students Secure applications from students Interview students Discuss applicants with counselor, principal or teachers Give or arrange for tests	Objectives, operation and policies of program When and how to survey students What is needed in application form Type of student desired How to conduct interview Questions to be asked How to interpret answers How to work with counselor and others Understanding of counseling program How to administer and interpret tests
2. Placement	
Get recommendations and evaluation of possible training stations from advisory committee Make survey of training stations Explain program Determine type of student desired Select students to apply for job Analyze all information about students Explain job situation to students Help student apply for job Prepare for interview Prepare training plan Help set wages and hours Help list jobs to be learned and explain rotation Ask for suggestions on related instruction and instructional materials Explain general operation of program to manager and trainer Get approval of parent and student Arrange student's schedule	Requirements for a training station How to work with advisory committee When and how to make survey Business terms and principles Correct approach and how to explain program How to fit the student to the job Procedures of applying for a job Wage and hour and child labor laws Jobs normally performed in this occupation Job analysis Sources of information for job descriptions Graduation requirements Understanding of schedule problems

Prior to the initial contact between the student and teacher-coordinator, it is advisable that the student fill out an application form. The completed application will provide information relative to the student's interests, abilities and adaptability to the chosen occupation.

STUDENT'S APPLICATION FORM

School ______________________________ Date ______________

Name _________________________ Date of Birth _______ Age ____
Last First Middle

Address ______________________ Phone ___________ Sex ______

Weight ______ Height: Ft.____ In.____ General Health ___________

Physical Handicaps ___________ Sight ________ Hearing _________

Parent or Guardian ___________ Father Living ______ Mother _____

Father's Occupation __________ Home Address _______________

Name of Employer _____________ Type of Business ____________

What do you plan to do after graduation? ____________________

If you plan to go to college, what will you major in? ___________

List of High School Subjects Completed

Freshman Year		Sophomore Year		Junior Year		Senior Year	
Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade

In What occupation do you desire training while attending high school?

1st choice ______
2nd choice ______
3rd choice ______

What are your hobbies? ____________________________

List any previous employment _______________________

____
Student's Signature

The following are suggestions for Interviewing, Testing, Evaluating and Reviewing the potential of the prospective Industrial Cooperative Education student:

1. Interviewing

   a. First contact. The teacher-coordinator will find out the following things:
      (1) Name
      (2) Age
      (3) Class in school
      (4) Reason for wanting to enter the program
      (5) Occupational interest of the student

      The teacher-coordinator might at this time provide the student with information about cooperative training and about various trades covered. Some teacher-coordinators have the students complete the application form before the first interview. Others have the form completed during or immediately after the first interview.

   b. Second contact. The teacher-coordinator and applicant might:
      (1) Review the information on the application form
      (2) Discuss parents opinion of student's choice
      (3) Discuss possible training stations
      (4) Make arrangements for testing if necessary

2. Testing

   It is suggested that the teacher-coordinator might:

   a. Analyze the occupations for aptitudes and skills required

   b. Check to see if tests have been administered that would evaluate the student's aptitudes and interests

   c. If test scores are not available, arrange for student to take tests. Types of tests and inventories that could be used are:
      (1) Vocational Preference or Interest Inventories (Kuder)
      (2) Mechanical aptitude tests (Science Research Assoc.)
      (3) Mechanical reasoning (Differential Aptitude Tests)
      (4) Intelligence tests that include tests of abstract reasoning
      (5) Contact the nearest office of the Illinois Employment Service and arrange for aptitude testing (GATB).

3. Evaluation and Reviewing. The teacher-coordinator will finally accept or reject the student on such things as the following:

   a. Scholastic qualifications
   b. Aptitude for the occupation
   c. Interest in learning a trade or occupation
   d. Physical qualifications
   e. Attitude of parents toward Industrial Cooperative Education
   f. School records on attendance and discipline and teacher's and counselor's comments.

E. Selection of Student-Learners - Factors to Consider

THE STUDENT

1. Motive: Sincere desire to learn a trade or occupation
2. Adaptability:
    a. Scholarship and I.Q.
    b. Type literature read
    c. Extra-curricular activities
3. Attitude toward:
    a. A particular job and work in general
    b. Authority--superiors at school
    c. Employers
    d. The faculty and school
    e. Training in general
    f. Parents
    g. Church and general principles of morality
    h. Success and how it is attained
4. Personal traits:
    a. Honesty
    b. Reliability
    c. Punctuality
    d. Cooperation
    e. Personal appearance
    f. Self-control
    g. Confidence
    h. Courtesy
    i. Initiative
    j. Industry
    k. Accuracy
    l. Interest
5. Aptitudes evidenced by:
    a. Jobs previously held
    b. Extra-curricular activities (student offices)
    c. Hobbies - achievement
    d. Tests - ISES, Kuder, etc.
6. Age: 16 years minimum
    18 years in some trades
7. School achievement: At least 8 units of high school credit
8. Is now working part-time:
    a. His job fits into the objectives of the cooperative program
    b. He is receiving an all-round training
    c. He has to work
9. School program: His required courses can be adapted to Industrial Cooperative Education

THE PARENTS

1. Understanding of and sympathetic attitude toward program
2. Willingness to cooperate in having student-learner do his part
3. Attitude toward suggested training agencies and their personnel
4. Attitude toward teacher-coordinator
5. Occupations and social standing of parents
6. Willingness for student to work
7. Ambitions for child
8. Attitude toward civic affairs
9. Character, reputation, and dependability
10. Church preference
11. Home environment
12. Educational background
13. Financial standing

F. Interviewing the Prospective Student-Learner

As soon as possible, the teacher-coordinator should begin interviewing the prospective student-learners. If the principal or guidance director has a survey of these students before school was out during the spring term, the teacher-coordinator will have this list for use. A telephone call and/or a postal card to each student can notify him that the teacher-coordinator is on the job and that he will contact him for a personal interview at a specified date and time of day.

If no preliminary survey has been made of the student body, it then becomes necessary to depend upon newspaper publicity to inform the students. No doubt the principal, guidance director, and teachers can give the teacher-coordinator names of prospective student-learners.

Using the completed application as a basis for thought, the teacher-coordinator talks to the student and draws out as much pertinent information as is possible or that is necessary. From this point, the teacher-coordinator proceeds with the routine checkup to match the individual student with the analysis "Selection of Student-Learners - Factors to Consider" appearing on the preceding page.

G. Factors to Consider in Selecting an Occupation for Training

In discussing with the student the occupation for which he wishes to train, the teacher-coordinator must keep in mind that the occupation shall be one for which the preparation requires organized related instruction in school and progressive employment experiences on the job. No occupations will be included in the program which do not provide an opportunity for continued employment without displacement of other workers.

The teacher-coordinator and the prospective student-learner should examine the occupation in which the student-learner is interested and measure its desirability along the following lines:

1. Opportunity for employment after training
   This factor is essential because if the occupation is already overcrowded, it would be difficult for those who complete the training to secure employment. Is there a considerable turnover in employment in this occupation? Is there a scarcity of learners or apprentices?

2. Stability of employment
   This factor is worthy of consideration from the standpoint of the permanency of an occupation. Is it an occupation which is changing or which may be eliminated through specialization or technological changes? Is this occupation likely to remain in the community?

3. Opportunity for advancement
   Under this factor the student and the teacher-coordinator should consider the possibilities for advancement in the occupation. Is it a calling in which, with diligent application and study, a student could reasonably expect to advance to a higher position?

4. Social value
   It should be studied with a view of determining the value of the occupation to society as a whole. For example, is the machinist's trade necessary to the welfare of society as a whole? Does the electrical worker render a necessary service?

5. Length of training period
   In choosing an occupation, the teacher-coordinator and student should give some study to the length of time necessary to become proficient in its practices. A student-learner should never be placed in training on a cooperative basis in an occupation which can be mastered in six weeks to six months. If the learning period for an occupation is more than two years, perhaps some arrangements could be made to credit the student with the time spent in the Industrial Cooperative Education Program.

6. Training carry-over
   Consider this factor from the standpoint of the knowledge and skill gained carrying over into some other related occupation. Will the training enable a person to more easily fit into employment in some other allied occupation?

7. Regularity of employment
   In considering this factor, determine whether employment will be seasonal or whether it is an occupation in which a worker can reasonably expect to be employed throughout the year. Is employment in this occupation subject to rapid fluctuations?

8. Pay
   This factor is included because a teacher-coordinator in counseling with students and parents must be able to give information as to the compensation which trained workers receive in the vocation being considered.

9. Training facilities
   This is an important factor to study. Does the training agency in which a student is to be placed have adequate equipment to afford all-round training? Will someone have sufficient interest, time and ability to train the student-learner?

10. Safety conditions
    The teacher-coordinator in selecting occupations in which to place students in training should by all means give thorough consideration to the dangers and hazards to which the workers are exposed.

The preceding points are shown in the chart which follows. This chart is a sample of the rating given auto mechanics in a certain community. Obviously, certain items are uniform for the occupation anywhere, while others will show variation, dependent upon conditions in the particular community at that particular time. Such a chart is convenient for the teacher-coordinator and students to use in rating or measuring an occupation for its training value.

RATING CHART FOR MEASURING AN OCCUPATION

Occupation AUTO MECHANICS City ________

		Very Poor	Poor	Fair	Good	Very Good
1.	Opportunities for employment after training					X
2.	Stability of employment					X
3.	Opportunity for advancement			X		
4.	Social value					X
5.	Length of training period				X	
6.	Training carry-over					X
7.	Regularity of employment					X
8.	Pay			X		
9.	Training facilities				X	
10.	Safety conditions		X			

After the teacher-coordinator and students have rated the occupation, the student should be made fully aware of all factors which may not appear to be favorable. This may avoid having a student-learner disappointed in his occupational choice later.

H. Factors to be Considered in Selection of Training Agencies

Now that the student-learner has been checked and his chosen occupation evaluated, a training agency should be selected and evaluated. In this selection, it must be kept in mind that no student-learner may be placed in a training agency wherein he will displace another employee. The prospective employer must be considered on the basis of the following:

1. Employer's attitude toward:
    a. Employees
    b. Training (is employer willing to permit training in various phases of the occupation)
    c. The public
    d. Moral standards
    e. The high school
    f. Working conditions
    g. Wages and hours
    h. The teacher-coordinator
2. Training environment
3. Facilities for training

4. Training personnel

5. Wages of regular employees

6. Willingness to employ student-learners full-time after completion of training

I. Selecting a Training Agency

After the student-learners have been selected, their occupations chosen and the possible training agencies approved, the teacher-coordinator approaches the employers and thoroughly explains the program. He then is ready to present them with a definite proposition. The proposition is: "Will you cooperate with the schools in training a young man or woman in his or her life's work?" At this point, it is imperative that every employer clearly understand:

1. That he will pay the student-learner a monetary wage comparable to that paid other beginners in the occupation.

2. That the student-learner will be transferred from one job process to another upon reaching the proficiency level required for satisfactory performance in the occupation. This is called "job progression" or "rotation."

3. The Fair Labor Standards Act of 1938 as amended prescribes minimum rates of pay for workers engaged in interstate commerce. Care should be taken that the operators of such businesses realize that the student-learner is a regular employee and must receive the minimum wage prescribed by law, unless a special wage exemption certificate has been issued. A sample form of the wage exemption certificate follows on the next page. A supply of the blank forms may be obtained from the U.S. Department of Labor, Wage and Hour and Public Contracts Division, 219 South Dearborn Street, Chicago, Illinois 60604.

4. That if the employer has three employees on at least one day of each of twenty or more calendar weeks in a calendar year and takes on a student-learner in addition, this student-learner will count as the fourth employee and the employer automatically becomes liable for the Federal Unemployment tax feature of the Social Security Legislation.

   That if the employer has two employees and takes on a student-learner in addition, this student-learner will not count as the third employee if the student-learner is a minor (males under 21, females under 18) when principal occupation is as a student actually in attendance at a public or private school, unless taxes with respect to such services are voluntarily paid under the Federal Unemployment Tax Act.

5. That the student-learner must secure a Social Security number and that the employer and student-learner will pay the taxes appertaining thereto.

Form Approved
Budget Bureau No. 44-R308-10

U. S. DEPARTMENT OF LABOR
Wage and Hour and Public Contracts Divisions

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under Section 6 of the Fair Labor Standards Act of 1938, as amended, or at wages below the applicable Walsh-Healey Public Contracts Act minimum wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, *provided* the conditions specified in Section 520.6(c)(2) of the Student-learner Regulation (29 CFR 520) are satisfied.

PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM
PRINT OR TYPE ALL ANSWERS

1. Name and address of establishment making application:	3A. Name and address of student-learner: 3B. Date of Birth (Month, day, year):
2. Type of business and products manufactured, sold, or services rendered:	4. Name and address of school in which student-learner is enrolled:

Information on school instruction:

5. Number of weeks in school year		11. Are Smith-Hughes Act or George-Barden Act funds being used for this program? (Yes or No)	
6. Total hours of school instruction per week		12. Was this program authorized by the State board for vocational education?	
7. Number of school hours *directly* related to employment training		13. If the answer to item 12 is "No" give the name of the recognized local educational body which has approved this vocational training program:	
8. Proposed beginning date of employment (Month, day, year)			
9. Proposed ending date of employment (Month, day, year)			
10. Proposed graduation date of student-learner (Month, day, year)			

14. Outline the school instruction *directly* related to the employment training. (List courses, etc.)

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (10/63)

Information on employment training at special minimum wages:

15. How is employment training scheduled (weekly, alternate weeks, etc.)?

16. Number of weeks of employment training at special minimum wage

17. Number of hours of employment training a week

18. Special minimum wage(s) to be paid student-learner (if a progressive wage scale is proposed, enter each rate and specify the period during which it will be paid)

19. Title of Student-learner occupation:

20. Number of employees in this establishment

21. Number of experienced employees in student-learner's occupation shown in question 19

22. Minimum hourly wage rate of experienced workers in 21

23. Is an age or employment certificate on file in this establishment for this student-learner? (If not, see instructions)

24. Is it anticipated that the student-learner will be employed in the performance of a Government contract subject to the Walsh-Healey Public Contracts Act?

25. Outline training on-the-job (describe briefly the work process in which the student-learner will be trained and list the types of any machines used).

26. Signature of student-learner:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) *(Signature of Student)* *(Date)*

27. Certification by school official:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, as defined in section 520.2 of Student-Learner Regulations.

(Print or type name of official)

(Signature of School Official) *(Date)*

Title ______________________

28. Certification by employer or authorized representative:

I certify, in applying for this special certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

(Signature of employer or representative) *(Date)*

Title ______________________

GPO 808-165

ATTACH SEPARATE SHEETS IF NECESSARY

6. That the student-learner will work at least three hours per day each school day, thus working a minimum of 15 hours per week.

7. That the student-learner will receive a minimum of one period per day of general and specific related training in the school.

J. Criteria for Determining Trade and Industrial Occupations

1. It should be trade and industrial in character.

    a. Occupations which are unquestionably trade and industrial:

        (1) Any occupation in which a major portion of the work involves the manufacture, processing, repairing, servicing or installation of a product.

        (2) Any occupation listed as technical, skilled or semi-skilled in Dictionary of Occupational Titles.

    b. Occupations which are usually trade and industrial:

        Public or personal service occupations where service is rendered to or performed on or for the general public.

    c. Occupations which are not trade and industrial:

        (1) Occupations which require a college degree.

        (2) Occupations which are definitely in the fields of Agriculture, Homemaking, or Business Education.

    d. In case of doubt, send pertinent information to the State Office for evaluation before enrolling the student.

2. It should require one or more years of "on-the-job" training.

3. It should be valuable for the welfare of society.

4. It should offer reasonable possibilities for employment and advancement in the trade.

5. In no case should a placement be made in an occupation for which Day Trade training is offered in the same school without an understanding between the instructors involved.

K. Selected Occupations Requiring Licensure

To safeguard the well-being of their citizens, the Federal, State and local governments require licenses of certain workers.

Following is a list of occupations requiring licenses in the state of Illinois:

Architects
Barbers
Beauticians
Detectives

Funeral Directors and Embalmers	Surveyors
Practical Nurses	Tree Surgeons
Physical Therapists	Water Well Contractors
Plumbers	Water Well Pump Installers

Student-learners enrolled in Industrial Cooperative Education programs in Illinois may be placed in on-the-job training in all of the above licensed occupations except Barbering and Practical Nursing.

L. The Employer-Student Interview

After the employer thoroughly understands the working of the program and he agrees to train one or more student-learners, the next step is to send student-learners to him for interviews. If possible, more than one student-learner should be sent for the employer's consideration. This emphasizes the fact that the final selection of all student-learners is left to the employer.

It is true that poor job placement will probably be made, but these should be as few as possible. If at any time the work of the student-learner is not satisfactory, he may be removed and another student-learner selected. It may be that he can be shifted to another type of work for which he is better suited, or even placed with another employer.

M. Training for the Employer Interview

By the time a teacher-coordinator interviews several student-learner applicants, he will become increasingly aware of the fact that the average high school student knows absolutely nothing about the techniques involved in making a successful contact and interview with an employer. This throws an additional duty upon the teacher-coordinator; the student-learner must be coached in the fine art of being interviewed.

For that purpose, before sending any student-learners to a prospective employer, assemble as many student-learner applicants as have applied at that time and teach them how to approach an employer, announce the purpose of the visit and carry to a successful end the entire interview.

N. What All Parties Concerned Should Know Before Student-Learner Goes On The Job

As a result of the interview the student-learner will be either hired or rejected. This brings the teacher-coordinator to the point where he should review the entire situation in order to be sure that employers, student-learners and parents thoroughly understand all phases of the program. These include:

1. That the student-learner will take two regular high school subjects in school each day.
2. That the student-learner will spend at least 200 minutes in a related subjects class each week for 36 weeks per year.

3. That the student-learner will work in his training agency at least fifteen hours per week learning the manipulative skills of the occupation.

4. That, at the end of a trial period established by the school, if the student-learner has not shown proficiency or a tendency to learn or demonstrates a poor attitude, then he may be dropped from the program. The purpose of the trial period is to provide a try-out period for both the student-learner and the employer.

5. That the student-learner should understand in the beginning he is not going to be able to get off the job every time the school dismisses for any reason. His holidays for the job time should be those of the training agency and at the will of the employer.

6. That the parents are in no way relieved of any responsibility with regard to the personal conduct of the student-learner while in training.

7. That the student-learner can earn two units of high school credit each year in the Industrial Cooperative Education program.

8. That the student-learner cannot spend more time in school than he does in employment.

9. That work on the job and time in school should not exceed 40 hours per week.

10. That all the Child-Labor provisions under the Fair Labor Standards Act of 1938, where applicable, will be met.

O. Unusual Types of Placement

There are two other type placements which should be considered before leaving this chapter. First, in some classes a student-learner may already be working in an establishment that can be considered a satisfactory training agency. In this case, if the student-learner applies for admission to the program, the student-learner can be transferred from the status of part-time worker to that of student-learner in a part-time, cooperative trade training program. The teacher-coordinator must make it clear to the training agency that the student-learner is on a training program when he is enrolled in the Industrial Cooperative Education program.

The other type placement needs handling with extreme care. That is when an employer tells the teacher-coordinator that he wants to cooperate with the school and expresses his desire to train a student-learner, and furthermore names the particular student-learner he wants. That is very fine when the training agency is acceptable and the student-learner satisfactory, but when either one or both are not desirable according to accepted standards, then the teacher-coordinator must summon all his tact and diplomacy and handle the situation so that no one will feel discriminated against, so that the program does not suffer, and so that everyone involved may remain friendly. How to do this: There is no set procedure other than to first see your advisory committee and proceed from that point with all caution.

Despite the importance attached to the placement of student-learners, the teacher-coordinator must recognize that placement is not his major responsibility, but that the most important phase of the program and his biggest job is related instruction.

P. Pre-Employment Information

If just before the student-learners go on the job, the teacher-coordinator will again assemble them for some pre-employment information, he will be curing some of his headaches before they occur. Pre-employment training consists of common sense discussions of "what to do" and "how to do it" in respect to contacts with the public; relations with fellow employees; learning and obeying shop rules, regulations and policies; proper dress and personal grooming for different types of jobs; together with similar items and anticipated problems.

In the conduct of an Industrial Cooperative Education program, every problem which can be anticipated and solved before it occurs is another big victory won on behalf of and by the student-learners, employers and the teacher-coordinator.

Q. Employment Schedule

The teacher-coordinator may experience a little difficulty in working out the student-learner's schedule on the job as some training agencies will prefer to have the student-learners in the morning, others in the afternoon, and still others on Saturday or Sunday. Each individual trainee's schedule must of necessity be handled as nearly independently of all others or from any set procedure as is possible.

In certain cases, the employer will want to use the student-learner on Friday afternoon and sometimes all day Saturday. In such instances, the fact must not be overlooked that at these times everyone will be busy and the opportunity for training will be limited. Since the training is the principal objective of the program, provisions for training should be worked out whenever the student is working on the training program.

R. School Schedule

There are a variety of plans, any one of which would be equally effective in the arrangement of the school schedule, and these will vary in each high school, dependent upon the length of each period, time of opening school and scheduled time for regular high school subjects. The principal point to be observed is that those student-learners in the course with junior standing should be assigned not less than two-hundred minutes per week of related subjects instruction, while those who enter the program as seniors must be enrolled for four-hundred minutes per week of related instruction, or be able to meet the requirements for one year programs which are prescribed in Chapter I - B. 2.

S. Schedule of Processes

For each individual student-learner, there must be prepared a schedule of processes to be learned on the job which will have to be worked out by the teacher-coordinator in cooperation with the employer. This schedule will be in the form of a job analysis of the phases of the occupation outlining the tasks, duties and responsibilities which the student-learner is expected to learn.

Training will be given in many occupations with which the teacher-coordinator is not familiar, and about which he will have to seek information. In practically all instances, he should endeavor to have a craft committee help him. This committee may consist of the employer or foreman and an employee in the establishment, or may consist of people engaged in the occupation other than within the training agency. In most cases, the employer should be encouraged to have a hand in working out the schedule of job processes.

This schedule of job processes may be in any one of a number of forms; but the three-column analysis will probably be found the most usable and convenient. The first or left-hand column contains a listing by units of the manipulative skills to be learned on the job. The related information which correlates with the job units appears in the second column. In the third column are references to specific books, magazines, etc., which indicate exactly where the desired related information can be found.

When the schedule of processes is completed, it becomes a part of the training plan.

T. The Training Plan

The training plan, or training agreement as it is sometimes called, is a vital and necessary part of the training program. It is through this training plan that the essential functions are outlined and agreed to for each person concerned. It includes the following:

1. Type of training to be undertaken.
2. Extent of the period of training and of the tryout period.
3. Provision for termination of student-learner.
4. Employment schedule for the week.
5. Schedule of compensation. This should be a graduated schedule.
6. Special provisions, if any.
7. Schedule of processes showing job training and outline of approved related instruction.
8. Provision for high school credit.
9. Type and degree of responsibilities of all parties concerned.
10. Signatures of employer, parent, student-learner and representative of the school.

On page 59 there appears a sample memorandum-of-training which has been found satisfactory. To this should be attached a schedule of job processes which describes the specific on-the-job training to be given.

U. Approval of the Training Plan

Since the vocational advisory committee is a body representing the school and looking after the welfare of the program, it should approve each training plan after which it is signed by the teacher-coordinator as the representative of the school. The minutes of the committee meeting will show the committee's action on this matter.

The schedule of job processes and the training plan should be prepared as soon as the employer agrees to train the student-learner. There should be four copies of the training plan and schedule of job processes for each placement -- one for the teacher-coordinator, one for the student-learner, one for the employer and one for the parents.

V. Insurance Coverage for Student-Learners

The brief statements which follow are intended to answer the often asked question of insurance for student-learners.

1. The student-learner is a bona fide employee, and therefore, must be covered by insurance.
2. The student-learner must be at least sixteen years of age to be enrolled in an Industrial Cooperative Education program.
3. Private insurance companies are not required to insure all persons sixteen years of age or over.
4. Any employer desiring insurance on an employee, but who cannot be accepted by a private insurance company, may receive such coverage by applying to the Workmen's Compensation Assigned Risk Plan which is administered by the State Industrial Commission, 160 North LaSalle Street, Chicago, Illinois 60601.

SAMPLE

______________________________ High School

MEMORANDUM OF TRAINING

Date ________________ 19__

I. The ____________________________ will permit ________________________
(Student-Learner)
to enter their establishment for the purpose of gaining knowledge and experience as ______________________________.
(Occupation)

II. The course of training is designed to run for a two-year period with a minimum of ________ hours per week required for the work experiences and at least one period in each school day required for the supervised and directed study of technical and related subjects.

III. The teacher-coordinators shall, with the assistance of the employer or someone delegated by him, prepare a schedule of processes to be learned on the job and an outline of related subjects to be taught in the school. These items to be made a part of this memorandum.

IV. The schedule of compensation to be paid the trainee shall be fixed by the training agency and the teacher-coordinator and shall become part of this memorandum, and a record noted on the back of this sheet. Such wages shall be comparable to wages paid apprentices and other beginners in the occupation in which the student-learner is engaged. They shall conform to the Fair Labor Standards Act of 1938, as amended, if applicable.

V. The student-learner will not be permitted, in the process of gaining occupational experience, to remain in any one operation, job, or phase of the occupation beyond the period of time that is necessary.

VI. The student, while in the process of training, will have the status of student-learner and will not displace a regular worker now employed.

VII. All complaints shall be made to and adjusted by the teacher-coordinator.

VIII. The parent or guardian shall be responsible for the personal conduct of the student-learner while in training.

IX. The employment of the student-learner shall conform to all federal, state, and local laws and regulations.

X. The employer agrees to instruct the student-learner in safety procedures and safe work practices in on-the-job training.

____
Teacher-Coordinator

____
Student-Learner

____
Employer

____
Parent or Guardian

CHAPTER VII

RELATED INSTRUCTION

A. Importance of the Related Instruction Phase of the Program

An important and necessary facet of any program of Industrial Cooperative Education is the close and vital relationship which must exist between training on the job and education in school. The successful practice of hand or machine skills necessitates the acquisition of related basic concepts, technical information, theoretical knowledge and mathematical processes. These necessary adjuncts to the "doing" of the job are not readily conveyed to the student-learner by the trainer who generally lacks teaching skills. The productive time element involved coupled with the deficiencies in theoretical knowledge possessed by some trainers, precludes effective related instruction on the job.

The logical person to impart the various phases of related instruction is the teacher-coordinator.

The first thing that a teacher-coordinator must learn and establish in his thinking is that the program is not complete, nor can it be successfully operated without a properly functioning vital program of teaching the related information applicable to the trade or occupation of each student-learner. This is the teacher-coordinator's major function.

For this purpose, the local board of education purchases and makes available for students the necessary related, technical and general related information materials. The teacher-coordinator organizes these materials. The student-learners meet daily for one or more periods for the express purpose of assimilating the information. It is at this point that the teacher-coordinator assumes the task of guiding and directing the individualized study of each student-learner.

B. Methods of Presenting Related Material

The methods of presenting related materials are innumerable, and the teacher-coordinator should use the method best suited to put over the problem at hand. Assignments in textbooks, trade journals, etc., to be followed by written summaries, or oral reports is an effective method.

C. Specific Related Technical and General Related Information

The teaching and study of related information can be divided into two parts; namely, specific technical related and general related. Specific technical related instruction and study refers to the use of materials which are directly and specifically related to the job on which the student-learner is training. Through the use of textbooks, bulletins, plans, blueprints, workbooks and study guides the student-learner may be guided in his study of the specific technical related information applicable to his occupation. In the event involved technical questions or problems are encountered, solutions and answers may be sought from the respective employer-trainer. This work must of necessity be conducted on an individual basis, and should consume approximately 4/5 of the time spent in the related classroom each week.

General related instruction and study refers to the use of materials which deal with the abstract conditions and relationships of business and work in general. All student-learners can participate as a group in general related study. This phase may require about 1/5 of the time devoted to related instruction.

D. Outside Speakers

At intervals it is an excellent idea for the teacher-coordinator or a committee from the class to invite well-informed individuals in the community to come to the school and talk to the student-learners on particular subjects which are of interest and value to all. Such topics could be "The Value of Possessing a Good Credit Rating." Naturally, the secretary or manager of the local credit association is the logical individual for this talk.

A talk on the "value of money, how it works, and how to save it," would be an ideal subject for a banker. Another subject for a banker is "how to use the bank."

In like manner, trips could be made to industrial plants and commercial establishments where through observation and questioning much information of value to all may be obtained.

E. The Conference Method of Presenting General Related Information

One of the very finest methods of presenting general related information is through the conference method. A topic or case study can figuratively be tossed among the student-learners and they can discuss it from every angle that comes to their minds. During the process of discussion, the teacher-coordinator should list on the blackboard each point as it is brought out by the group. When the points are exhausted, the group should study what is on the blackboard, eliminating the irrelevant ideas and consolidating the pertinent. In this manner, the group arrives at a definite conclusion concerning the problem which was discussed. On the next page is a listing of suggested conference topics together with box-head analysis headings.

	TOPIC	BLACKBOARD HEADINGS
1.	Orders	Why they go wrong - Remedies
2.	Morale	Contributing Factors
3.	Reports	Value - Whose Responsibility - Recommendation
4.	Care of equipment	Items - Why Necessary - Who's Responsible - Cost
5.	Wasted Materials or Damaged Goods	Who's Responsible - What Can Be Done
6.	Promptness	Why Necessary - Suggestions
7.	Sanitation	Value to Company - To men
8.	Planning of work	Why Necessary - Suggestions
9.	Loyalty	When Needed - How It Should Be Promoted
10.	Health	Effect on Work - What Can Be Done
11.	Personal Appearance	What Contributes - How It Affects Business
12.	Good Speech	Why Necessary - Frequent Errors - Suggestions
13.	Initiative	When Needed - Value
14.	Effect of Slow Work of One Department on Another	Instances - Reasons - Improvements
15.	Courtesy and Service	Case - What Driver Did - Result
16.	Working Conditions Loading Conditions Parking Conditions	What - Effect - Suggestions
17.	Personality	Factors - What Can Be Done to Improve
18.	Horseplay	Ill Effects and Dangers
19.	Labor Laws	Question, Discussion - Instruction
20.	Economy	What Economies Necessary - How to Get List
21.	Duties and Responsibilities	
22.	Customer Goodwill	How to Build and How to Hold
23.	Fatigue	Effects - Suggestions to Avoid or Overcome
24.	Enthusiasm	The Motivator to Success

Additional topics suitable for the general related phase of class instruction could include the following:

The Industrial Cooperative Education Program and its Relation to Vocational Education
The Journey of Life
Keeping Out of Trouble
Steps to Success
Getting a Job and Growing Into It
Effective Study Habits
Working with Others

Unemployment Compensation
Income Tax Problems
Understanding Ourselves
Understanding Others
Leisure and Its Uses
Getting and Keeping a Job
Fringe Benefits
Insurance
Unions and Apprenticeship
Vocational Education
Industry in Our Economics System

Employer-Employee Relations
Budgeting of Income
Saving and Investing
Credit and Money Management
Contracts
Legal Problems in Buying
  and Services
Paying Government Services
  Through Taxes
Social Security
Legal Relations for Young
  Workers
Labor Unions
Planning Your Career
Changing Jobs
Job Safety
Workmen's Compensation
Wage and Hour Laws
Fair Labor Standards
Background of Organized Labor
Laws Governing Vocational Education
Character Building
The Consumer and Society
Labor and Our Economic System
Withholding Taxes
The Interview and the Personnel
  Director
How to Keep a Job
Union Organization and Management
What Makes A Good Trainee
Keeping Your Wage and Hour Records
Industrial Cooperative Education
  Clubs
School Rules and Regulations
Responsibilities of the Industrial
  Cooperative Education Student
  to School, Job and Employer
Roberts' Rules of Order
Making a Speech

F. Content and Plan for General Related Material

It is a very desirable practice for the teacher-coordinator to decide well in advance of each semester what items of general related material he plans for the group to study. The content of the instructional materials is to be selected on the basis of the objectives of the program and is the joint responsibility of the local board of education, the high school administrator and the teacher-coordinator. The separate accomplishments of the individual student-learners are to be recorded on a progress chart. As each task is completed, it can be so indicated by placing a grade or marking symbol opposite the student-learner's name and under the listing of the task or assignment.

G. Methods of Setting Up the Related Class

Another problem which must be worked out is provision for the related subjects class period in the high school schedule of classes. There are three possible methods for accomplishing this. However, it behooves the teacher-coordinator and the high school principal to set up the period in the schedule which best fits their own inclinations, requirements and demands.

These are:

1. Have one related class period during which all student-learners meet at the same time usually one of the lunch periods, thus providing for both the morning and afternoon student-learners.

2. Have two related class periods, dividing the group evenly by numbers, and providing for those students employed either morning or afternoon.

3. Have two related class periods, one composed of juniors and one of seniors. This method is recommended if the number of student-learners totals twenty-four or over, and if the number of juniors and seniors are approximately equal.

Separate related subjects classes are required in those schools where Industrial Cooperative Education (D.O.) and other Cooperative Training programs are both being coordinated under the direction of one teacher-coordinator.

H. Ordering Related Materials

When the teacher-coordinator is informed by the employer that he will train a student-learner, he should immediately work out with that employer the anticipated related technical needs of the student-learner, and from reliable sources purchase the necessary books, trade journals or other materials. It is recommended, however, that some money be reserved for the purchase of current trade information throughout the training period.

The teacher-coordinator will find it an excellent practice to order all related materials on approval. This is due to the fact that so many technical books, even though they are fine in every respect, are written on the college level, and thus, are not as useful as they might be otherwise. Without ordering on approval, the teacher-coordinator stands to waste a considerable amount of money.

I. Importance of Individualized Instruction

"The requirements of the various trades and occupations in the Diversified Occupations program are different. Likewise, the student-learners will differ considerable both in the rate and extent of learning ability. Furthermore, learning in the final analysis is an individual process and an individual achievement. In view of these facts, it is simply futile to attempt to teach a class of student-learners in a dozen or more occupations at the same time by the group method. To be effective, instruction in Diversified Occupations must be individualized and the responsibility for learning placed squarely on the student-learner himself."*

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*Selvidge, R. W., and London, H. H., Essentials of Effective Teaching in Diversified Occupations. Unpublished Paper. Industrial Education Department, University of Missouri, Columbia, Missouri. 1939.

The following outline indicates those activities and skills through which the teacher-coordinator will contribute to the effectiveness of the individual instruction:

Individual Instruction

What the Teacher-Coordinator Does	What the Teacher-Coordinator Needs to Know
1. Plan the Course of Study	
Make analysis Select units Prepare or select assignment sheets or study guides Secure materials Plan visual aids	Knowledge of trade and job analysis Knowledge of the basic information of trade How to organize materials Know how and where to secure materials How to prepare objectives Basic knowledge of distribution and merchandise
2. Make or Assist with the Selection of Assignments	
Check with employer Check with student Check work experience reports Make assignment clear Provide motivation	Public speaking Chart talks Knowledge of effective teaching procedures Psychology Knowledge of methods of selection of assignments Principles of learning
3. Assist Students with Problems	
Explain study procedures Help find material and information Check progress Keep students working Locate and define problems	Basic knowledge of distribution or industry Individual differences Study procedures
4. Set Up Grading System	
Evaluate completed assignments Determine grades Prepare and administer tests Prepare records Keep progress record	Methods of measurements and testing Understanding short-comings of tests Understanding grading systems Understanding of ways to justify grades Techniques of evaluating work

To implement such an individual instruction outline means that the teacher-coordinator must have in his classroom an adequate supply of well-selected instructional materials on each occupation represented in the program and have them so organized and arranged as to enable him actually to relate the work of the school with that done by each student-learner on the job. Although a difficult task, this must be done if the program is to fulfill the purpose for which it is designed. Many good instructional materials may be secured for the asking from the manufacturers and distributors of tools, machines, materials and other products. Some of this material may be "loaded" with advertisements, but most of it can be used to advantage for instructional purposes.

"Occasionally, the teacher-coordinator will find it advisable to have group discussion, or to give group instruction, concerning things of common interest to all the students in his class. These should be well planned and to the point for otherwise they will consume an unwarranted amount of time and accomplish very little. A good plan is to have individuals or groups investigate problems or topics of common interest and then present their findings to the class for further discussion. This places the responsibility upon the student and provides training in self-expression which is important. It also has a unifying and socializing influence on the group."*

Successful group instruction involves the following activities and "know how" on the part of the teacher-coordinator.

Group Instruction

What the Teacher-Coordinator Does	What the Teacher-Coordinator Needs to Know
1. Determine Group Needs	
Pupil-teacher planning Get recommendations of advisory committee Check analysis of all jobs Talk with individual employers Confer with other teacher-coordinators	Principle of learning based on needs and readiness Individual and group conference techniques
2. Preparation	
Secure material File instructional materials Make lesson plans	Sources of material Criteria for selection of material Principles of learning Methods of teaching

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*Selvidge, R. W., and London, H. H., Essentials of Effective Teaching in Diversified Occupations. Unpublished Paper. Industrial Education Department, University of Missouri, Columbia, Missouri. 1939.

3. Instructional Procedures

Orient students
Secure speakers
Conduct group conferences
Lecture
Use audio visual aids
Direct committee and individual reports
Plan and direct role playing
Give demonstrations

Steps in teaching
Laws of learning
Teaching methods
Speech
Knowledge of merchandising subjects and business problems

4. Testing

Prepare tests
Administer tests
Evaluate daily work
Prepare grades
Record grades
Evaluate instruction
Follow-up instruction

Types of tests
Grading systems
Evaluation techniques

"Both industry and the school, as well as the home, must be concerned with the development of personal social traits for those are powerful "success factors" in both civic and occupational life. It is not enough to have a list of such traits: they must be made "objects of thought" or "conscious objectives" from day to day in the classroom and on the job. The teacher-coordinator must be ever on the alert to discover and correct any undesirable habits and acquired traits of his students. This calls for skillful and sympathetic counsel."*

J. Daily Class Procedures

It is imperative that each teacher-coordinator have a well-outlined method of daily procedure for his student-learners. A copy of this procedure should be in each student-learner's file for daily reference. The usual day-by-day conduct of the related subjects class follows somewhat along the following general line:

1. The student-learner goes to the filing cabinet and secures the active file or notebook. (The active file is for the purpose of keeping together all current assignments and work. If this creates congestion at the filing cabinet, the teacher-coordinator or some student-learner can place the folders on the table prior to the beginning of the period.)

2. Wage and hour reports are completed once each week. This should be done on Friday, if possible.

3. Check in the progress record all work done by the student-learner during the previous work period.

*Selvidge, R. W., and London, H. H., *Essentials of Effective Teaching in Diversified Occupations*. Unpublished Paper. Industrial Education Department, University of Missouri, Columbia, Missouri. 1939.

4. He then continues work and study on an assignment started previously or begins work on a new assignment on the basis of his needs as expressed by the report of work done on the job.

5. When a student-learner completes an assignment, he usually will have written work which must be checked by the teacher-coordinator. This completed work should be properly identified with job title, date and page number of the study guide. It should then be filed in the front of the student's notebook where it will be convenient for the teacher-coordinator to locate and check it.

6. After the teacher-coordinator has checked written work, it should be refiled in the student's notebook in the order found in the index of the study guide.

K. Training After Graduation

Throughout the school year the teacher-coordinator must consistently keep before the student-learner the fact that the worker who stops learning stops growing and ceases to be able to advance in his occupation.

This should be impressed upon the student-learner to the extent that for years after school days are over they will continue to learn. This process of learning on the part of the adult can be carried on by constantly reading trade journals and other trade literature which keeps the worker up-to-date in the trends of his occupation; by being eager to learn new processes and new methods of work in his occupation; by keeping in mind at all times that the worker who refuses to learn faces the probability of being replaced by a younger person whom the management finds it can train more cheaply and efficiently than it can retrain the old worker himself.

This topic can be summarized as follows: The journeyman who refuses to learn while on the job places himself in a position of finally being unable to learn and consequently faces replacement by a green hand who will and can learn.

CHAPTER VIII

COORDINATION, REPORTS AND RECORDS

A. Coordination

The dictionary defines "coordination" as a "combination in suitable relation so as to give harmonious results; functioning of parts in cooperation and normal sequence." In a program of industrial cooperative education, the role of the teacher-coordinator may be said to closely parallel this definition. The establishment, arrangement, operation and functioning of the various aspects of the teacher-coordinator's job are definitely intended to produce a suitable relationship or to give harmonious results. While certain functions of the teacher-coordinator's job involve activities within the school and classroom, it must be recognized that the activities conducted outside the school are of the utmost importance. In order that the teacher-coordinator may do the best job and achieve optimum results with each of his students, he must be constantly aware of the student-learner's successes and failures in his on-the-job activities. The teacher-coordinator must see to it that normal progression takes place; the acquisition of a complete and well-rounded series of manipulative skills must be assured; and these must be supplemented by general and technical information which will make the student-learner a competent and well-rounded worker. The instruction in school should be as closely related to the on-the-job experience as possible.

It is during the half-day employment period that the teacher-coordinator carries out his necessary out-of-school activities. He visits the training agencies, observes the student-learners at work, and confers with the employers and the individuals who have been assigned the responsibility of training the student-learners. The frequency of these coordination visits depends upon the particular situation. One or two visits per month should suffice except in those instances where the nature of the job, the abilities of the student-learner, and the operational problems encountered necessitate more frequent visitations.

1. Need for Coordination

Coordination as a function closely related to the operation of a program of industrial cooperative education is necessary to assure that certain essential objectives are attained. These may be stated as:

a. To prevent any possible exploitation of student-learners.
b. To determine progress of student-learners on the job.
c. To help solve immediate student-learner's problems which arise on the job.
d. To enable the teacher-coordinator to broaden his knowledge of job requirements and accepted standard practices.
e. To increase teacher-coordinator's ability to think from the employer's viewpoint rather than from an academic viewpoint.

f. To check on student-learner's work habits and attitudes.
g. To determine employer's and employee's reactions.
h. To promote cooperation of employees and employers with the school.
i. To secure stimuli for meeting related subject needs.
j. To establish and fix definite relationships of all agencies interested in the program.
k. To make school instruction functional in the daily life of the student-learner.
l. To create a friendly and sympathetic attitude.

2. What to Look for on a Coordination Visit

When making a coordination visit, the teacher-coordinator should note the student-learner's general bearing on the job, his dress, his grooming and his general appearance. If possible to do so, notice should be taken on the student-learner's attitudes and interests.

During the visit the teacher-coordinator should confer with the employer or trainer, and bring up for discussion one or all of the following items:

a. Meritorious achievements of student-learners on the job.
b. Student-learner's punctuality (check time card) and regularity of attendance.
c. Determine if student-learner is giving employer the quality and quantity of work which is deemed normal.
d. Student-learner's attitude toward his job, employer, co-workers, etc.
e. How the student-learner reacts toward criticism.
f. Find out what the student should be studying in the related class.
g. Student-learner's work habits -- does he follow directions; does he know how to care for tools and equipment.
h. Any physical problem the employer may have in routing the student-learner through the different job processes.
i. Determine what the employer and teacher-coordinator can do to prepare the student-learner for the next job change or advancement.

The tabulation which follows indicates the character and scope of the teacher-coordinator's job as he seeks to tie together the on-the-job experiences and the in-school instruction:

Coordination of Job Training

What the Teacher-Coordinator Does	What the Teacher-Coordinator Needs to Know
1. Evaluation of Student-Learner Progress	
Check with employer Check with supervisors and other employees Secure student progress reports Secure reports on work habits and attitudes Check employer's and employees reactions Determine grade for job training Observe students at work Check with customers	Evaluation techniques Grading systems Reasons for variation from normal systems Factors for determining job training grade What employers expect of employees Knowledge of business language and jobs
2. Correlation of Related Instruction and Job Training	
Check area of work student is doing Obtain suggestions for information directly applicable Secure related information materials Keep records of student's work	Principle of learning as information is needed How to determine what is needed Knowledge of business
3. Adjustments	
Secure all-around training Secure reasonable pay Counsel with students and employers on problems arising on the job and in school Check working conditions Help adjust all complaints regarding training program Visit parents Transfer or drop students Work out special holiday work schedules for students Promote cooperation between business and school Keep record of all visits	Wage and hour laws Employer-employee relations and viewpoints School policies Counseling techniques Company policies

3. Plan the Visit

The preceding list by no means covers the entire field of coordination. In fact it is next to impossible for the teacher-coordinator to make out a list of exactly what is to be discussed during a coordination visit. The best plan is to draw out the employer's thinking and work from that point. The teacher-coordinator should not misinterpret the above statement. Even though he does not know the exact direction the discussion will take, he must never enter a training agency without first having planned the visit. When a problem arises which could have been prevented by sufficient and proper coordination, the teacher-coordinator places himself in a position for censure.

B. Reports

1. The Semi-Annual Report or Organization Form

Since the salary of the teacher-coordinator of an approved program is reimbursed from Vocational Education funds, it is necessary that reports be submitted to the State Office as evidence that the program is in operation and is being conducted according to the State Plan. The form VE 2, which follows, constitutes the required annual class organization report with form VE-26 attached. Only form VE-26 must be submitted each semester and summer term. It will be noted that these sample forms have been completely filled in so as to indicate how a satisfactory form should appear.

Submit in Triplicate

State use only

	1	2	3
Approved			
Not Approved			
Incomplete			

Control No.

STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
405 CENTENNIAL BUILDING, SPRINGFIELD, ILLINOIS 62706

1. County Baxter	2. School District #763	3 School Address & Zip Code 301 E. Main Street, Arcadia 60606
4. Congressional District 101	5. Occupational Service Administering Program Trades and Industry	6 Program Purpose Check ☒ Secondary ☐ Post-Secondary ☐ Adult ☐ Special Needs

INSTRUCTOR NO. 1

7. Instructor's Name (Last, First, Middle) or Maiden Name: Jones, William H.
8. Social Security No.: 301 - 26 - 8099
9. Educational Preparation: #3 B.S. Degree & 24 Hours
10. Date Curriculum Approved or Extended Mo. Day Yr.
11. Active Advisory Committee ☒ Yes ☐ No
12. Contracted Salary Salary $ 9,500.00 Months 9
13. Salary for Extended Employment $ 1,250.00 Weeks 6
14. Total Salary/Mo. (Jr. Col. Only) Include Overload $
15. Hourly Rate $
16. Part or Full Time: Secondary - Full Time
17. Extra Curricular Activities: VICA
18. Tuition / Registration Fees $ (Adults Only)
19. Materials and Supplies Fees $ (Adults Only)
20. Amount and Source of Private, State, Federal or Other Financial Aid $ Source
21. Miles 3,000 Rate $ .09 Estimated Travel $270.00
22. $ Estimated Lodging $45.00

INSTRUCTOR NO . 2

7. Instructor's Name (Last, First, Middle) or Maiden Name
8. Social Security No.
9. Educational Preparation
10. Date Curriculum Approved or Extended Mo. Day Yr.
11. Active Advisory Committee ☐ Yes ☐ No
12. Contracted Salary Salary $ Months
13. Salary for Extended Employment $ Weeks
14. Total Salary/Mo. (Jr. Col. Only) Include Overload $
15. Hourly Rate $
16. Part or Full Time
17. Extra Curricular Activities
18. Tuition / Registration Fees $ (Adults Only)
19. Materials and Supplies Fees $ (Adults Only)
20. Amount and Source of Private, State, Federal or Other Financial Aid $ Source
21. Miles Rate $ Estimated Travel
22. $ Estimated Lodging

23. Adult Apprentice Programs / Junior College Programs

A. No. of Apprentices included in total enrollment
B. No. of Apprentices registered with Fed. Bureau of App.
C. No. of Apprentices part time

	Instructor No. 1 M	Instructor No. 1 F	Instructor No. 2 M	Instructor No. 2 F
A.				
B.				
C.				

(VE 2 Vocational and Technical Education Report (August 1968)

INSTRUCTOR NO. 1 Jones, William H.

24. Name of Instructor Weekly Schedule of Instructor Period No.	Time From	Time To	Total Min./Wk.	M	T	W	T	F	S	25. Course Title (If Jr. College Course Include Course No.)	26. Enrollment M	Enrollment F	27. Program Type	28. Course Duration	29 O.E. Code	30 % of Time	31 Building Location of Teaching Station	32. Program Starts	Program Ends
1	8:05	9:00	275	x	x	x	x	x		Coordination	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	
2	9:05	10:00	275	x	x	x	x	x		Planning Period						[illegible]			
3	10:05	11:00	275	x	x	x	x	x		Sewing									
4	11:05	12:00	275	x	x	x	x	x		Related	[illegible]	[illegible]							
										Lunch									
	12:35	1:30	275	x	x	x	x	x		[illegible] Related	[illegible]								
	1:35	2:30	275	x	x	x	x	x		Coordination	[illegible]								
	2:35	3:30	275	x	x	x	x	x		Coordination	[illegible]		[illegible]	[illegible]					
										Total	22	8			100%	100%			

INSTRUCTOR NO. 2

24. Name of Instructor Weekly Schedule of Instructor Period No.	Time From	Time To	Total Min./Wk.	M	T	W	T	F	S	25. Course Title (If Jr. College Course Include Course No.)	26. Enrollment M	Enrollment F	27. Program Type	28. Course Duration	29 O.E. Code	30 % of Time	31 Building Location of Teaching Station	32. Program Starts	Program Ends
										Total					100%				

33. **ASSURANCE** -- The above information is correct and the program will be operated in conformance with the Essentials of Program Operations issued by the Board of Vocational Education and Rehabilitation - Division of Vocational and Technical Education - State of Illinois.

9-25-68
Date

Freddy R. Pinanze
Signature - Business Manager

9-25-68
Date

Vernon Crawford
Signature Approved ~~Local Director~~ or Superintendent

(Submit in Duplicate)

STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, VOCATIONAL AND TECHNICAL EDUCATION DIVISION
405 CENTENNIAL BUILDING, SPRINGFIELD, ILLINOIS 62706

REPORT OF COOPERATIVE PART-TIME STUDENTS

Jones, William H.	# 763	Trade and Industrial Occupations
(1) Teacher's Name (Last, First, Initial)	(2) School District	(3) Occupational Service Administering Program

(1) Name of Student (List Alphabetically Last Name First) By Class	(2) Age	(3) Yr. In School		(4) Year in Program				(5) Occupation	(6) O. E. Code #	(7) Hrs. / Week		(8) Weekly Salary
		M	F	1	2	3	4			In School	On Job	
Berkley, David	18	Sr.			X			Auto Mechanic	17.0302	20	20	$26.00
Carter, Steven	17	Jr.		X				Bookbinder	17.3700	20	18	21.00
Chrela, Daniel	16	Jr.		X				Cook	17.2902	20	20	18.75
Engel, Ruth	17		Sr.		X			Cosmetologist	17.2602	20	20	25.00
Kush, John	18	Sr.			X			Appliance Repairman	17.0200	20	20	28.00
Miller, Joseph	16	Jr.		X				Machinist	17.2302	20	20	19.25
Molik, James	17	Sr.			X			Air Conditioning	17.0100	20	20	30.00
Ringle, Robert	16	Jr.		X				Photographer	17.0900	20	20	19.00
Smith, Kelly	17		Sr.		X			Medical Laboratory Assistant	07.0203	20	20	28.50

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(Submit in Duplicate) Sheet__________of Page_________

(1)	(2)	(3)		(4)				(5)	(6)	(7)		(8)
Name of Student (List Alphabetically Last Name First) By Class	Age	Yr. In School		Year In Program				Occupation	O. E. Code #	Hrs. / Week		Weekly Salary
		M	F	1	2	3	4			In School	On Job	

2. U.S. Office of Education Coding System

For the purpose of properly reporting each occupation and the number of student-learners training therein, each occupation has been identified with a specific O.E. code number. This coding system has been compiled by the U.S. Office of Education to serve as a guide for use in job classification. Several trades and occupations included in Industrial Cooperative Programs are listed below and identified by their O.E. code classification numbers.

CODED OCCUPATIONAL TITLES IN TRADE AND INDUSTRIAL EDUCATION

17.0000	TRADES AND INDUSTRY
0100	Air Conditioning
0101	Cooling
0102	Heating
0103	Ventilating (Filtering and Humidification)
0199	Other Air Conditioning
0200	Appliance Repair
0300	Automotive Industries
0301	Body and Fender
0302	Mechanics
0399	Other Automotive Industries
0400	Aviation Occupations
0401	Aircraft Maintenance
0402	Aircraft Operations
0500	Blueprint Reading
0600	Business Machine Maintenance
0700	Commercial Art Occupations
0800	Commercial Fishery Occupations
0900	Commercial Photography Occupations
1000	Construction and Maintenance Trades
1001	Carpentry
1002	Electricity
1003	Heavy Equipment (Construction)
1004	Masonry
1005	Painting and Decorating
1006	Plastering
1007	Plumbing and Pipefitting
1099	Other Construction and Maintenance Trades
1100	Custodial Services

1200	Diesel Mechanic
1300	Drafting Occupations
1400	Electrical Occupations
1401	Industrial Electrician
1402	Linemen
1403	Motor Repairman
1499	Other Electrical Occupations
1500	Electronics Occupations
1501	Communications
1502	Industry
1503	Radio/Television
1599	Other Electronics Occupations
1600	Fabric Maintenance Services
1601	Dry Cleaning
1602	Laundering
1699	Other Fabric Maintenance Services
1700	Foremanship, Supervision, and Management Development
1800	General Continuation
1900	Graphic Arts Occupations
2000	Industrial Atomic Energy Occupations
2001	Installation, Operation, and Maintenance of Reactors
2002	Radiography
2003	Industrial Uses of Radio-Isotopes
2099	Other Industrial Atomic Energy Occupations
2100	Instruments Maintenance and Repair Occupations (Including watchmaking and repair)
2200	Maritime Occupations
2300	Metalworking Occupations
2301	Foundry
2302	Machine Shop
2303	Machine Tool Operation
2304	Metal Trades (Combined)
2305	Sheet Metal
2306	Welding
2399	Other Metalworking Occupations
2400	Metallurgy Occupations
2500	Nucleonic Occupations
2600	Personal Services
2602	Cosmetology
2699	Other Personal Services

2700	Plastics Occupations
2800	Public Service
2801	Fireman Training
2802	Law Enforcement Training
2899	Other Public Services
2900	Quantity Food Occupations
2901	Baker
2902	Cook/Chef
2903	Meat Cutter
2904	Waiter/Waitress
2999	Other Quantity Food Occupations
3000	Refrigeration
3100	Small Engine Repair (Internal Combustion)
3200	Stationary Energy Sources Occupations
3201	Electric Power and Generating Plants
3202	Pumping Plants
3299	Other Stationary Energy Sources Occupations
3300	Textile Production and Fabrication
3301	Dressmaking
3302	Tailoring
3399	Other Textile Production and Fabrication
3400	Shoe Manufacturing/Repair
3500	Upholstering
3600	Woodworking Occupations
3601	Millwork and Cabinetmaking
3699	Other Woodworking Occupations
3700	Other Trades and Industry Occupations

Student-learners in Trade and Industrial Occupations may be placed in the Health Occupations providing there is no Health Cooperative program or an Interrelated Cooperative program presently being conducted in the school.

A list of the Health Occupations in which students may be placed follows:

07.0000 HEALTH OCCUPATIONS

0100	Dental Services
0101	Dental Assistant
0102	Dental Hygienist (Associate Degree)
0103	Dental Laboratory Technician

0200	Medical Services
0201	Cytology Technician (Cytotechnologist)
0202	Histology Technician Assistant
0203	Medical Laboratory Assistant
0205	Practical (Vocational) Nurse
0208	Hospital Food Services Supervisor
0209	Inhalation Therapy Technician
0211	Medical X-Ray Technician (Radiologic Technologist)
0212	Optician
0213	Surgical Technician (Operating Room Technician)
0214	Occupational Therapy Assistant
0215	Physical Therapy Assistant
9900	Other

3. Employer's Report on Student-Learner's Progress

It has often been said that a worker's value on any job consists of five elements; (a) manipulative skill, (b) mastery of related knowledge (general and technical), (c) ability to actually use the general and technical knowledge while performing the job, (d) ability to get along with people, and (e) job judgment and safety. These necessary elements should be natural outcomes of the program of instruction. To arrive at an evaluation of the degree to which the student-learner is attaining these essential on-the-job qualities, the assistance of the employer or trainer is obtained.

One report for which the teacher-coordinator is responsible, but he does not make out, is the employer's report on the progress of student-learners. These reports should be secured once during each grading period. Probably the best method of getting an accurate record of the employer's estimate of his student-learner is to present the report in person and talk with the employer about each item before it is checked.

Sample forms for the employer's report on a student-learner may be found on the pages which follow.

Reports relative to the student-learner's total training program are to be maintained by the school and are to be made available for purposes of program audit.

4. Special Reports

From time to time during the year special reports will probably be requested by the State Office. Whenever reports are made, a duplicate or summary should be filed with the administrator in charge of the school, and the teacher-coordinator must keep a copy for his own files.

C. Records

1. Training Plan and Schedule of Job Processes

Such records as the training plan and the schedule of job processes for each student-learner are kept for recording the student-learner's progress in school and on the job, and a summary filed for a permanent record after the student-learner's graduation.

2. Attendance

The teacher-coordinator keeps a daily record of the student-learner's attendance at school and in employment. This can be recorded on the regular teacher's register used by the school.

SAMPLE

TRAINER'S EVALUATION OF STUDENT-LEARNER

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

DATE ____________________ 19___

________________________________ Student-Learner

________________________________ Trainer

________________________________ Training Station

________________________________ Dates Covered

NOTE TO TRAINER: Please evaluate the student-learner on all items that apply to your particular situation. Omit those that you feel do not apply. Put a check after each item in the column that indicates your evaluation of the student-learner.

CHARACTERISTIC	Excellent	Above Average	Average	Below Average	Failing
Dependability					
Promptness					
Follows Instructions					
Takes Care of Equipment					
Practices Safety					
Accepts Responsibility					
Ability to Learn New Work					
Personal Appearance					
Initiative					
Ability to Work Independently					
Courtesy					
Interest in Job					
Making Satisfactory Progress					
Accepts Criticism					
Cooperates with Fellow Employees					
Effort					

Number of days student-learner was absent from work during this period ____

Comments: ____

Date ____________________ Signature ____________________

SAMPLE

RATING CHART FOR
INDUSTRIAL COOPERATIVE STUDENT-LEARNERS

Employer's Report of Student-Learner (On-the-Job)

A. Manipulative Skills
    1. Quantity of work done
    2. Quality of work done
    3. Job Know-how

B. Specific and Related Trade Information or Technology
    1. Trade Knowledge - Understands and applies subject matter

C. Personal and Social Qualities
    1. Reliable and dependable
    2. Attendance
    3. Thoroughness - has initiative and perseverance
    4. Cooperative
    *5. Ability to get along with others
    *6. Reaction to advice and constructive criticism
    *7. Personal appearance
    *8. Promptness
    *9. Accepts responsibility
    *10. Learns new work easily

D. Work Qualities and Habits
    1. Job judgment
    2. Use and care of tools and equipment
    3. Selection, use and care of supplies and materials
    4. Safe work habits
    *5. Follows instructions
    6. Has job confidence
    7. Making satisfactory progress

Additional Remarks

Teacher-Coordinator's Evaluation of Student-Learner

1. Preparation of lesson assignments
2. Participation in class discussion
*3. Cooperativeness
4. Orderliness
*5. Thoroughness
6. Outside interests
7. Self-control
8. Leadership qualities and ability
*9. Making satisfactory progress
10. Effort put forth
11. Ambitions
*12. Ability to learn
*13. Ability to get along and mix with others
14. General attitude and conduct

* This identifies traits that are checked by both the employer and teacher-coordinator.

SAMPLE

______________________________ High School, __________________, Illinois

Name of Student-Learner ____________________________________ Date _______

EMPLOYER'S RATING SHEET FOR STUDENT-LEARNER

1. Does the student-learner show a willingness and desire to learn?

2. Is the student-learner neat in personal appearance and work habits?

3. Is the student-learner punctual?

4. Does the student-learner apply himself to the job?

5. Does the student-learner adapt to new situations easily?

6. Does the student-learner work under pressure without becoming nervous?

7. Does the student-learner have confidence in his or her abilities?

8. Does the student-learner seem to be emotionally stable?

9. Does the student-learner indicate initiative and ability to work alone?

10. Can the student-learner be relied upon to do a satisfactory job?

11. Does the student-learner have the friendship and respect of fellow workers?

12. Is the student-learner willing to follow directions willingly?

13. Is the student-learner willing to accept constructive criticism?

14. Is the student-learner able to understand and carry out instructions?

15. Can the student-learner work without constant supervision?

16. Does the student-learner ask questions about things not understood?

17. Is the student-learner a pleasant person to work with?

18. What do you consider are the weakest points of the student-learner?

19. What do you consider are the strongest points of the student-learner?

Please rate by a check mark in one of the spaces below, the STUDENT-LEARNER'S progress in job skills from beginning of the training period to the present time.

ABOVE AVERAGE _______, AVERAGE _______, BELOW AVERAGE _______,

UNSATISFACTORY _______

SAMPLE

INDUSTRIAL COOPERATIVE EDUCATION

____________________ High School, ____________________, Illinois

EMPLOYER'S REPORT ON STUDENT-LEARNER

Please fill out the following and return it at your convenience.

Name of Student-Learner ______________________________ Date ____________

Instructions: Check with an X in proper column.

	Excellent	Poor	Fair	Good
DEPENDABLE				
PROMPT				
FOLLOWS INSTRUCTIONS				
KEEPS BUSY				
TAKES CARE OF EQUIPMENT				
PRACTICES SAFETY				
ACCEPTS RESPONSIBILITY				
WORKS WITH OTHERS				
ACCEPTS CRITICISM				
HAS JOB CONFIDENCE				
LEARNS NEW WORK EASILY				
PERSONAL APPEARANCE				
AMBITIOUS				
MAKING SATISFACTORY PROGRESS				

ADDITIONAL REMARKS

Rated by ______________________

3. Hours Worked and Wages Earned

Each student-learner keeps a weekly record of hours worked and wages earned. These records are compiled by the teacher-coordinator at the end of each calendar month and the information on these is incorporated in the semester reports. A sample form follows on the succeeding page.

4. Grades and Achievements

The teacher-coordinator keeps a record of the grades and achievements earned by the student-learners from day to day, so that he will have a basis for assigning grades at the end of the school's regular grade report periods. The teacher-coordinator should also keep a complete record of the student-learner's grades earned in academic classes. Often the teacher-coordinator finds himself in a position to aid a student-learner whose grades are slumping. Some teacher-coordinators even contact the other teachers for the purpose of finding out how his student-learners are getting along in their classwork and offering to do anything he can to aid those teachers in any problem they might have with an Industrial Cooperative student-learner.

5. Follow-up Survey

Each year the teacher-coordinator must make a follow-up survey of all the program's graduates to determine where they are, what kind of employment they are engaged in and other pertinent information. The teacher-coordinator should have a system of records to keep the follow-up of student-learners for at least five (5) years. A form for reporting is mailed to the teacher-coordinator each year. A sample form follows on the succeeding page.

Briefly stated, the items which follow indicate how the teacher-coordinator secures this information and summarizes and interprets the data:

What the Teacher-Coordinator Does	What the Teacher-Coordinator Needs to Know
Prepare and mail questionnaires	Type of information needed
Interview graduates and former students	Methods of making follow-up studies
Set up permanent records	Purposes of follow-up
Revise course of study	Principles of summarizing and interpreting
Assist graduates with problems such as placement, additional instruction	

6. Coordination Visits

A record which the teacher-coordinator must make and keep is that of his training station visits. A very simple form that can be used for each student-learner follows on page "90".

SAMPLE

______________________ HIGH SCHOOL

INDUSTRIAL COOPERATIVE EDUCATION PROGRAM
STUDENT-LEARNER'S DAILY WAGE & HOUR RECORD

Name______________________ Trade__________________

Training Agency____________________________________

Month____________, 19___

Day of Month	Hours Worked												Total hours for week	Rate per hour	Weekly earnings	Total earnings
	Mon.		Tues.		Wed.		Thurs.		Fri.		Sat.					
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19																
20																
21																
22																
23																
24																
25																
26			4		No. Hours at Work											
27			X		Absent From Work											
28				X	Absent From School											
29																
30																
31																
							TOTALS									

Total hours worked school days to date . . . . ________

Total hours worked other days to date . . . . ________

Wages received school days to date . . . . ________

Wages received other days to date . . . . ________

State Board of Vocational
Education and Rehabilitation
405 Centennial Building
Springfield, Illinois

EMPLOYMENT FOLLOW-UP RECORD
FOR INDUSTRIAL COOPERATIVE EDUCATION GRADUATES

Name of Teacher-Coordinator __________ Person Reporting __________

School __________ City __________

A. VOCATIONAL ADVISORY COUNCIL

	Name	Organization	Official Title
Employers:			
1.			
2.			
3.			
Employees:			
1.			
2.			
3.			

How many times did you meet with this committee last year? __________

INSTRUCTIONS

1. Fill out the Follow-up Record forms and return one copy to the State Board of Vocational Education and Rehabilitation.
2. Keep one copy for your files. You will need this record for future follow-up studies.
3. Under "A", list the names of your present Vocational Advisory Council.
4. In the first column of "B", list the names of students who graduated this past June. In the second column, list the occupation for which the student-learner was trained. Following each name, list the specific job title for which the graduate was engaged in as of October 1.
5. Please return no later than December 15, 19 __ __.

(SEE PART "B")

EMPLOYMENT FOLLOW-UP RECORD
for
INDUSTRIAL COOPERATIVE EDUCATION GRADUATES

B. EMPLOYMENT RECORD

Graduate's Name	Occupation for Which Trained	Employment as of October 1, 19__ (Specific Job Title)

COORDINATION-TRAINING STATION VISITS

Record of Training Station Visits for ____________________, Student-Learner

Employed at ______________________________ as a ______________________

Date	Person Contacted	Purpose and Results of Training Station Visit

(There should be one of these sheets for each student-learner)
As the teacher-coordinator gains experience, he will find simpler ways of recording necessary information. Each individual teacher-coordinator also keeps records which are peculiar to himself and his program. The teacher-coordinator should make every effort to record and keep all necessary information, but should eliminate all forms and blanks which are unnecessary or cannot be justified.

7. Student-Learner's Record File

Good record keeping is a necessary part of every program. Careful, legible and comprehensive records, regarding every student-learner enrolled, require that the teacher-coordinator regularly apply himself to this task. A letter-size manila folder for each student-learner, bearing his or her name, will permit keeping together all of the individual student-learner's records, and readily accessible. Each folder should include the following records and forms pertaining to the student-learner:

a. Application and personal data
b. Rating scale
c. Interview memos
d. Memorandum-of-training
e. Job analysis
f. Age certificate
g. Certificate to employ a student-learner (If student-learner is to receive less than stationary minimum wage.)
h. Weekly progress charts
    (1) On-the-job processes completed or skills acquired
    (2) General and specific technical related information completed.
i. On-the-job and specific processes completed (manipulative and operational)
j. Technical and specific related topics completed
k. General related topics completed
l. Hours worked
m. Wages received
n. Training station visits
o. Grades on the job and in school
p. Follow-up information

Much of the above information will be needed for periodic reports to the advisory committee, to the administration and to the State Office.

8. Monthly Report of Teacher-Coordinator's Activities

This report is intended to convey to those persons and agencies concerned a summary of the teacher-coordinator's activities during each calendar month. It should be submitted by the tenth (10th) day following the end of each month.

a. Purpose of Report

    (1) To present the scheduled activities of the teacher-coordinator
    (2) To keep school administrators informed of the teacher-coordinator's activities
    (3) To keep the State Office informed

b. Content of Report

(1) Where you make Training Station Visits (T.S.V.)
(2) Who you contacted
(3) Objectives or purpose of the visit
(4) What you accomplished

The Monthly Activity Report should be as brief as possible, yet give all the information that is necessary.

The various items which appear in the report are classified into eleven different categories, each indicated by a code number. These are as follows:

(1) Training Station Visit - Any visit the teacher-coordinator makes to the training station relative to the progress of the student-learner.
(2) Instructional Materials - Grading lesson sheets, gathering new materials, library work, working on study guides and general related information. Contacting guest speakers for the general related class work.
(3) Promotional - Any activity that is used by the teacher-coordinator to secure training stations or to promote student-learner interest in the program.
(4) Public Relations - Any activity or device which has for its purpose to create a favorable impression of the Industrial Cooperative Education Program.
(5) Guidance - Any activity which has its purpose the personal adjustment of the individual in social, economic and vocational understanding.
(6) Administrative Contacts - Any contact with the local school administration relative to the Industrial Cooperative Education Program.
(7) Advisory Committee Activities - Contacts with advisory committee, group or individually.
(8) Club Activities - Any club activity that involves the Industrial Cooperative Education Program.
(9) Labor-Management - Purposeful contacts with organized labor-management that concern the Industrial Cooperative Education Program.
(10) Home Visitations - Any contact with the parents, preferably with one or both at the home.
(11) Other - Self-explanatory.

Whenever the activity justifies, two or more code numbers may be used to properly identify an activity. Example - (3-4-9). However, such combination coding should be held to a minimum.

Place a check in the square adjacent to Industrial Cooperative to identify the Diversified Occupations Program.

One copy of the report should be given to the local school administrator and one copy should be sent to the State T & I Supervisor. Retain one copy for the teacher-coordinator's file.

Use one blank or space for each student-learner - List the date and code number which refers to the eleven activities described at the bottom of the form. In the third vertical column, please list only the student-learner's name and occupation. Do not list employers, trainers or advisory committee members.

You will also note there is a place at the bottom of the form for your mileage. Please indicate number of miles traveled during the period of this report.

Since the teacher-coordinator is not working entirely within the school, a written report serves as a protection if anyone should challenge the work that has been done.

9. Yearly Summary Record of Teacher-Coordinators' Monthly Reports

This summary sheet provides a comprehensive record of the teacher-coordinator's activities throughout the school year. It should be kept available by the teacher-coordinator for use with the advisory committee, local administrator or state supervisor. Copies should also be made for the principal in order that time spent in coordination is justified.

This form also gives a cumulative record of coordination mileage.

A completed Monthly Report and a Yearly Summary Record of Teacher-Coordinator's Activities for the Diversified Occupations program follows on the preceding pages.

MONTHLY REPORT OF COOPERATIVE TEACHER-COORDINATOR'S ACTIVITIES

☐ AGRICULTURE ☐ COOPERATIVE WORK TRAINING ☐ HEALTH OCCUPATIONS ☐ HOME ECONOMICS

☒ INDUSTRIAL COOPERATIVE ☐ INTERRELATED ☐ MARKETING ☐ OFFICE OCCUPATIONS

NAME OF SCHOOL Arcadia High School MONTH November 19 68

DATE	CODE	STUDENT'S NAME AND OCCUPATION	COMMENTS DESCRIBING ACTIVITIES AND ACCOMPLISHMENTS
11-1	1 5	John Benton (Auto Mechanic) Harvey Drifus Draftsman	Discussed job progression of student-learner with Mr. Walsh, trainer, Student is exposed to a variety of jobs. He is accepted by other employees and shows much interest and enthusiasm. Harvey's previous school drafting room experiences are helping him. Both employer and I are directing his occupational goals toward designing.
11-2	2 3 10	William Harper (Meat Cutter)	Worked on related materials including visual aids in area of plastics. Visit Baxter T.V. Service re: Training station next fall. Interested. To establish contact with parents and inform them of Bill's progress an evening visit was made. Parents pleased with Bill's changed attitude.
11-3	6 4 1	Emory Reeves (Tool & Die Work)	Conference with Mr. Harkins, Principal, to report on program status and outlook for next semester. Sent article and photos of students on-the-job to Daily Chronicle. Emory
11-4	8 1,2	Bernard Johnson (T.V.-Radio)	has completed prescribed time on drill press and lathe. Next phase (shape discussed with trainer, Mr. Boyd. He will begin shaper work next week. Weekly meeting of I.C.E. club. Much student enthusiasm regarding particip tion in fourthcoming State convention. Bernie's progress is good at Acme Radio and T.V. Service. Mr. Phelps, trainer assisted me in securing specific related materials which we will use in class.
11-7	7 11		Advisory committee meeting well attended. Members indicated possible future work stations to be contacted. They will attempt to secure related materials for two occupations for which sources are limited or unknown to me.

MILEAGE FOR MONTH 127

COORDINATOR John Doe

CODE:
1. Training Station Visit 2. Instructional Materials 3. Promotional 4. Public Relations 5. Guidance
6. Administrative Contacts 7. Advisory Committee Activities 8. Club Activities 9. Labor-Management
10. Home Visitations 11. Other

MASTER COORDINATION PLAN OF TEACHER-COORDINATOR

RECORD OF COOPERATIVE DIVERSIFIED OCCUPATIONS PROGRAM MONTHLY ACTIVITY REPORTS

School________________________________ Year _____ Coordinator ______________________

COORDINATOR'S VISITS
Indicate home visitation in RED
Indicate training station visits in BLACK

	STUDENTS	OCCUPATIONS	August	September	October	November	December	January	February	March	April	May	June
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
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19													
20													
21													
22													
23													
24													
25													
26													
27													
28													
29													
30													

Monthly summary sheet to serve as a guide and record of coordinator's activities. Use same code numbers as shown on Teacher-Coordinator's Monthly Activity Report.

CODE NO.	COORDINATORS ACTIVITIES	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
1	Training Station Visit											
2	Instructional Material											
3	Promotional Work											
4	Public Relations											
5	Guidance											
6	Administrative Contacts											
7	Advisory Committee Activities											
8	Club Activities											
9	Labor Management											
10	Home Visitations											
11	Others											
	Mileage by the Month											

I-1-68

CHAPTER IX

ADVISORY COMMITTEES: THEIR ORGANIZATION AND FUNCTION

A. Need for Advisory Committees

Each industrial cooperative education class shall have an advisory committee functioning in the best interests of the program. The program of instruction should be developed and be conducted in consultation with potential employers and other individuals, or groups of individuals, having skills in and substantive knowledge of the occupation or occupational field representing the occupational objective.

B. Kinds of Advisory Committees

A carefully selected representative advisory committee is necessary in an Industrial Cooperative Education program and must be used by all teacher-coordinators. The advisory committee, if carefully selected and the meetings well-planned, can be of unlimited assistance to the teacher-coordinator in that it will give him a group of interested employers and employees to whom he can go for counsel and advise in the operation of the program. Each teacher-coordinator will want a general advisory committee which will function throughout the year to guide the entire program. In addition, he should organize a number of occupational (trade or technical) advisory committees to aid in the organization of instructional material for their specific occupations.

The superintendent should designate the advisory committee upon the recommendation of the teacher-coordinator. If possible, the committee should be named at least two weeks before school opens. Much depends on the teacher-coordinator. He must go out into the community to make the necessary contacts and make himself known. This can be done during the month of August. Before contacts in the community are made, the teacher-coordinator should discuss his plans with the superintendent, explaining in detail his total approach to the problem.

C. Purpose and Duties of General Advisory Committee

1. To advise and guide the teacher-coordinator in setting up, carrying on and improving the program.

2. To help determine various occupations in which there is a definite need for training.

3. To assist in job placement - selection of firms or employers.

4. To assist in selling the program and in keeping it sold.

5. To approve content material for courses.

6. To assist in the selection, placement and follow-up of trainees.

7. To determine objectives of each course in view of program policies.

8. To assist in obtaining the cooperation of labor, the employers and the school.

9. To recommend necessary facilities, materials and supplies.

10. To recommend personnel for occupational advisory committees.

11. To assist in maintaining high standards.

D. Personnel of General Advisory Committee

1. The Advisory Committee should be comprised of an equal number of representatives of employers and employees, service groups and lay people who have an interest in the Industrial Cooperative Education Program.

2. There should be a person from all groups with a minimum of four persons. Members should have authority to act for the group he represents and be selected by the group he represents and not handpicked by teacher-coordinator.

3. Suggested numbers and occupational fields:

   a. Employers: Two to four, each of whom is preferably from a different occupational field, such as manufacturing, contracting and banking.
   b. Employees: Two to four (in any case the same number as "a") each of whom is preferably from an employee group, being sure to include organized labor, if such exists.

   The representatives of labor may be:

   (1) Business agents of local and district lodges
   (2) Presidents of local lodges
   (3) Elected members of a local lodge
   (4) Joint apprenticeship committee members

4. Method of appointment

   The Advisory Committee should be created by the superintendent of schools after consultation with the local director of vocational education and/or teacher-coordinator. The superintendent should then send a letter of invitation to each member selected to be on the Advisory Committee.

5. Basis for selection

   a. Leadership in some occupational group, such as Trades and Labor Council, Association of Manufacturers.
   b. Designated representative of some occupational group, such as Chairman, Educational Committee; Chairman, Apprentice Training Committee.
   c. Representative of some civic groups interested in vocational training (who is also an employer), such as Chairman, Kiwanis Guidance Committee; Chairman, Rotary Youth Service Committee; etc.

    d. Civic leader (usually employer) who has been active in supporting the educational system, vocational training, service to under-privileged groups and similar movements.
    e. Civic leader, man or woman, who has evidenced a special interest in the program and has volunteered to use influence in every way to support the movement.

6. Term of office

    a. May be appointed for one year.
    b. May be reappointed annually, or new appointments made as officials change in various groups from which representatives have been secured.

7. Organization within the committee

    a. Chairman selected by vote of the committee
    b. Secretary, Teacher-coordinator of Industrial Cooperative Education Program (ex-officio) or City Director of Vocational Education (if such exists in system).

8. Meetings

    a. Time: At periodic intervals, preferably one a month.
    b. Place: Convenient to majority.
    c. Notification: By secretary by mail with probably phone reminder.

E. Purpose and Duties of Occupational Advisory Committees

1. To advise and guide the teacher-coordinator in setting up, carrying on and improving the training program in some specific occupation, trade or craft, or in a group of closely allied occupations.

2. To assist in making and checking schedules of processes to be followed by the student-learner.

3. To approve entrance requirements and assist in selecting student-learners for specific occupations.

4. To assist in preparing and selecting related instructional material for specific occupations.

5. To recommend necessary reference materials and supplies.

6. To assist the teacher-coordinator in securing apprentice recognition for student-learners in specific trades.

7. To advise the teacher-coordinator as to numbers needed and opportunities for employment.

8. To explain and defend the operation of the program as it affects a particular trade or craft.

9. To assist the teacher-coordinator in establishing and maintaining fair and equitable wage scales for student-learners.

10. To assist in maintaining high standards in all essential phases of the program.

F. Personnel of Occupational Committees

1. Should contain at least an employer and employee from a single occupation, trade or craft.

2. Method of appointment:

   No official appointment to be made. The teacher-coordinator secures cooperation of the employer and employee-trainer or others in the occupation that may be helpful.

3. Basis for selection

   a. Knowledge of the particular field of work in which training is contemplated.
   b. Influence with employees and employers in the field.
   c. Willingness to devote time to assisting teacher-coordinator in developing and checking schedule of training, job analysis, assignments for related study and listings of related technical information.

4. Term of office:

   One to three years, or as long as needed.

5. Organization within the committee

   The teacher-coordinator will serve both as chairman and recording secretary, unless the committee is a large one, in which case a chairman should be selected by the committee.

6. Meeting

   a. Time: At time most convenient to members as ascertained by the teacher-coordinator.
   b. Place: Convenient to majority.
   c. Notification: By personal contact or by telephone.

G. Points for Success in Committee Meetings

1. Prepare an agenda for each meeting and submit to each member at least two days before the meeting.

2. Help the chairman to conduct meetings in a businesslike way.

3. Be prepared for problems which may arise (have agenda prepared).

4. Don't waste time. (Remember these are busy men who are giving you their time.)

5. Encourage short, snappy meetings.

6. Know your committee -- get acquainted with them individually.

7. Present every question or issue as clear-cut as possible.

8. Have outlines, suggestions, etc., duplicated and distributed for each committeeman's study and consideration.

9. Take notes and write minutes for later distribution.

10. Promote a feeling of ease, see that each member meets every other member and is informed as to what group he represents.

11. Endeavor to meet them on the level of cooperative enterprise.

12. Ask for suggestions, comments, and criticisms about the program, work of the department, outlines, etc. Adverse criticism often does us all good.

13. Be prompt, be on hand and start at appointed time.

14. Explain clearly and definitely what you are trying to do.

15. Extend equal courtesy to members of all occupational groups.

16. Refrain from any comments which might offend a sensitive person.

17. Confirm the date of a scheduled meeting at least 5 days in advance and notify the committee members by phone or in person the day before the scheduled meeting.

18. Meetings held at a time when a meal can be served tend to make the group more congenial and frequently make a better attendance possible. However, when this is considered, the item of cost or paying for the meal must be faced, which will be handled differently in different communities.

H. Dangers and Difficulties

1. Committeemen may not be in complete accord with work.

2. Committeemen may get to exchanging remarks about things other than for which the meeting was called.

3. The discussion wanders.

4. Members are not made to feel at home or free to discuss the current problem. (Hold meetings where the committeemen can smoke if they desire.)

5. The committee is out of balance.

6. Some one or two members try to dominate all the discussion.

7. The meeting drags out over an unnecessarily long period.

8. The meeting is held just before meal time.

9. The members are not made to feel that they are contributing something for the betterment of the program.

I. First General Advisory Committee Meeting

It is vitally important the first meeting of the General Advisory Committee should be directly to the point without any loss of time. It should be well-planned by the teacher-coordinator, who should have an agenda at hand and follow it carefully.

J. Preparation For An Advisory Committee Meeting

1. Before Meetings

    a. Prepare an agenda for each meeting, outlining the topics to be discussed.
    b. Notify members at least one week in advance.
    c. Agenda should be in their hands at least two days in advance of meeting.
    d. Phone members of committee during afternoon of meeting to remind them. These people are busy and could forget.
    e. Length of meeting should be limited to two hours, if possible.

2. At Meeting

    The teacher-coordinator assumes the temporary chairmanship (until the committee itself elects its chairman) and explains the program and the purposes of an advisory committee. The committee should be organized before the close of the first meeting. The teacher-coordinator brings up as many of the following items of business as there is time to discuss, reserving the leftovers for the next meeting:

    a. Give a list of the training agencies. (These should be typed off and a copy handed each member.)
    b. Ask for additional training agencies. (Probable)
    c. Discuss problem of transportation, if any exists.
    d. Explain trade journals, manufacturers' leaflets, catalogues, check sheets, monthly services, handbooks, current magazines, and other related materials.
    e. Ask them to save for you any materials that they may have; get a listing of materials that they may furnish and when you get it, ask that they request such materials from others.
    f. Explain the high school schedule. (Hand out pre-arranged copies to each member.)
    g. Explain difference between general and technical related materials.
    h. Tell what a teacher-coordinator will look for on a visit, as:
        (1) Look for good things pupils achieve on job.
        (2) Student-learner's punctuality - check time card.
        (3) See if student-learner is giving employer a full half-day's work.
        (4) Check on student-learner's attitude toward his job, employer, co-workers, and the public or patrons.

(5) How does the student-learner react toward criticism.
(6) Attitude toward help and instruction.
(7) Student-learner's attitude when praised.
(8) Get report from employer about student-learner's work habits -- does he follow directions; does he know how to keep busy; does he know how to care for tools, equipment, etc.
(9) Find out what you or the employer may do to prepare the student-learner for the next job advance.
(10) Any physical problem that the employer may have in routing the student-learner through the different processes.
(11) Ask the committee for additional things for which you should look.

i. If the question of paying less than minimum wages is brought up, show and explain an exemption certificate, recounting the problem involved in obtaining one.
j. Explain about the training plan and the schedule of processes.
k. Try to get them in sympathy with the young worker.
l. Explain to the committee that it is the teacher-coordinator's duty to help trainers in methods of teaching.
m. Discuss the importance of safety on the job, importance of employer's discipline and eternal diligence on the part of the student-learner.

K. Subsequent Meetings of Advisory Committee

1. Call to order by chairman.

2. Secretary read minutes of last meeting. (Do not have to be approved.)

3. Report of teacher-coordinator on activities since last meeting.

4. Comments from superintendent.

5. Comments from members of advisory committee.

6. Report of progress of student-learners at each training station.

7. Old business from last meeting.

8. New business and plan of action.

9. Adjournment

L. Minutes of the Meeting

After the meeting, the teacher-coordinator should write up the minutes of the meeting, and within the next few days send a copy to each member of the advisory committee.

Meetings should be held whenever needed with a minimum of two a year. The Teacher-Coordinator or Local Director of Vocational Education is secretary. This group has no legal authority, just advisory. All results of meetings should be kept confidential to the group. It is better to postpone a meeting rather than not have organized agenda.

Summary Of Teacher-Coordinator's Responsibilities For An Advisory Committee

What the Teacher-Coordinator Does	What the Teacher-Coordinator Needs to Know
1. Organization	
Select names to submit for appointment on committee Submit names to superintendent and principal for selection and appointment by school board Act as chairman until chairman is elected Explain cooperative program to committee	Types of advisory committees Characteristics necessary for committee members Membership of committee Procedure for selecting members How to conduct a meeting Why have an advisory committee
2. Operation of Committee	
May serve as secretary to group Bring to attention of members matters pertinent to program Keep progress report for committee Help chairman plan meetings	Duties of secretary of committee Understanding of part-time program Understanding of duties of advisory committee How to prepare agenda

CHAPTER X

PROGRAM EVALUATION IN INDUSTRIAL COOPERATIVE EDUCATION

Evaluation of the program of instruction will be made periodically at the state level, and continuously on the local level, with the results being used for necessary change or improvement through experimentation, curriculum improvement, teacher training and other means.

Following are three evaluative instruments that may be used to appraise the instructional quality of a functioning program. Each statement in the instrument indicates a condition or provision essential (or at least desirable) for a functioning program.

This criteria is intended for use in a self-evaluation of your program. Please fill in each blank with your rating. Evaluate each statement on the basis of personal judgment and also all other available evidence.

The first instrument uses a five-point rating scale as follows:

5. Provision or condition is present and functioning almost perfectly.
4. Provision or condition is present and functioning very well.
3. Provision or condition is present and functioning fairly well.
2. Provision or condition is present and in an inadequate amount, or if present, is functioning poorly.
1. Provision or condition is very poorly met or not present at all.

I. TRAINING PLAN

_____ 1. Are properly signed and filled out by the required persons.

_____ 2. Are dated.

_____ 3. Are properly understood by all parties concerned.

_____ 4. Are up-to-date in their requirements.

_____ 5. Have a schedule of processes included or attached.

_____ 6. Provided for one period of related study daily.

_____ 7. Include approved wage schedule.

_____ 8. Are provided for all involved parties.

_____ 9. Clearly state work hour requirements (conform with State Plan of Vocational Education).

_____10. Include provisions for termination.

_____11. Conform with local, state and federal labor and employment laws.

_____12. Clearly state occupation or trade to be learned.

_____13. Specify that high school credit will be granted.

_____14. Provide for on-the-job supervision of the student-learner.

_____15. Have an outlined course for related instruction included or attached.

_____16. Clearly state the status of the student-learner.

II. SCHEDULE OF PROCESSES

_____ 1. Are based on the analysis of the occupation.

_____ 2. Have been developed and approved by an occupational or craft advisory committee.

_____ 3. Have adequate provision for keeping progress records.

_____ 4. Provide proper type of work experience and are designed to cover training period.

_____ 5. Provide an explanation to the effect that the training period does not encompass full training in those occupations requiring a training period in excess of 2,000 hours.

III. OCCUPATIONS INCLUDED IN THE PROGRAM

_____ 1. Are clearly defined and stated according to dictionary of occupational titles.

_____ 2. Require a minimum of one year of training.

_____ 3. Provide opportunity for employment after training.

_____ 4. Are socially desirable.

_____ 5. Meet the ethical and social standards of the community.

_____ 6. Are trade or industrial.

IV. TRAINING AGENCIES

_____ 1. Have adequate equipment and facilities to afford an all-round training.

_____ 2. Including employees, understand the objectives of the program.

_____ 3. Are within a reasonable distance from the high school or adequate transportation is provided.

_____ 4. Designate a particular qualified person to train the student.

_____ 5. Have satisfactory business and ethical standing.

_____ 6. Comply with all safety and health regulations.

_____ 7. Anticipate retaining the students after graduation.

_____ 8. Do a sufficient volume of work to enable students to receive reasonably continuous training.

V. RELATED INSTRUCTION

_____ 1. Material and equipment is organized to permit efficient pupil use.

_____ 2. Schedule has been developed with the aid of a craft committee and is based upon the schedule of processes.

_____ 3. Is kept up-to-date.

_____ 4. Material is sufficient.

_____ 5. Is organized on the student-learner level and is in keeping with the training period.

_____ 6. Is correlated with work experience.

_____ 7. Includes general related subjects which are applicable and satisfactorily taught.

_____ 8. Schedules are planned to produce best "pupil efforts."

VI. STUDENT SELECTION

_____ 1. Made out on the basis of the following:

a. Entrance age requirements
b. Job requirements
c. Pupil interest and known abilities
d. School record to date

_____ 2. Program provides adequate advice and counsel concerning the occupation.

_____ 3. Made after counseling with parents.

_____ 4. Program provides that the teacher-coordinator shall check the prospective pupil for "sincerity of purpose."

_____ 5. Program is well-planned and organized.

VII. TEACHER-COORDINATOR

_____ 1. Visits training agencies on basis of needs.

_____ 2. Visits training agencies frequently enough to maintain good relationship.

_____ 3. Possesses training experience and personal qualifications to enable him to perform his duties effectively and efficiently.

_____ 4. Maintains contact with the parents.

_____ 5. Maintains acceptable civic and social relationships in the community.

_____ 6. Has two or more meetings with the advisory committee.

_____ 7. Conducts the program as an integral part of the school system.

_____ 8. Maintains cooperative relationship with the school faculty.

_____ 9. Keeps accurate check on student job progression.

_____10. Has sufficient knowledge of labor and employment laws.

_____11. Maintains an adequate follow-up and permanent record system.

VIII. PUBLIC'S ATTITUDE

_____ 1. Organized labor in the community approves the program or is kept well informed.

_____ 2. Civic organizations are in sympathy with the program.

_____ 3. School officials, principals, and teachers endorse the program.

_____ 4. Industry as a whole cooperates with the program.

_____ 5. Newspapers are disposed to give favorable publicity.

_____ 6. School patrons understand clearly the objectives of the program.

IX. ADVISORY COMMITTEE

_____ 1. Participate in the operation of the program to a satisfactory degree.

_____ 2. Is proportionately representative (employer, labor).

X. MISCELLANEOUS

_____ 1. Provision has been made to permit graduation from high school in the usual period.

_____ 2. School administration provides adequate funds to purchase the necessary equipment and instructional material.

SUM TOTAL OF ALL RATINGS

Scores 280 and above indicate Superior program.
Scores between 215 and 279 indicate Average program.
Scores below 215 indicate Below Average program.

During periodic visits to the program, the State Supervisor shall make a similar evaluation of the vocational program with the administration or local supervisor. A copy of the "Self-Evaluation" form to be used for this purpose follows on the next page.

Date of Visit ____________________

School ____________________ City ____________________ County ____________________

Principal, Director or Supervisor ____________________

MEANING OF LETTERS: (A-Superior or Excellent) (B-Good) (C-Average) (D-Poor)

CRITERIA		EVALUATION (Check X)			
		A	B	C	D
1. ADMINISTRATION AND SUPERVISION	Effectiveness of administration				
	Working relationship				
	Effectiveness of supervision				
	Guidance program				
	Philosophy and objectives				
	Plans and projections				
2. INSTRUCTION AND SPIRIT	Quality of instruction				
	Esprit de corps of faculty				
	School spirit				
	Student attitude and accomplishment				
	Instructional methods and techniques				
	Intra-school relationships				
3. VOCATIONAL PROGRAM	Adequacy				
	Related instruction				
	Daily class schedules				
	Course outlines				
	Class size				
	Development and improvement				
	Adult program				
	Placement and follow-up				
	Coordination with community needs				
4. YOUTH ORGANIZATION	Organized local club				
	Club affiliated with state organization				
	Club activities (local)				
	Club activities (state)				
5. ADVISORY COMMITTEES	Use and effectiveness				
6. SCHOOL RECORDS AND REPORTS	Adequacy of records				
7. PUBLIC RELATIONS	Labor				
	Management				
	Community				

(CONTINUED)

			A	B	C	D
8.	SPECIAL NEEDS PROGRAMS					
9.	INSTRUCTIONAL METHODS					
10.	SUPERVISORY TRAINING FOR INDUSTRY					
11.	FUTURE PLANNING					
12.	PROMOTIONAL EFFORTS					
13.	SHOP REFERENCE LIBRARIES	Housing				
		Books and materials				
		Audio-visual aids				
14.	TEACHING AIDS EQUIPMENT AND SUPPLIES	Adequacy of equipment				
		Care and storage				
15.	SCHOOL PLANT	Building				
		Light, heat, ventaliation				
		Safety equipment				
		Safety clothing				
		Safety glasses				
		Housekeeping				
16.	PREPARATION OF TEACHERS	General preparation				
		Preparation in vocational subject taught				
		Professional growth				
		Organization and abilities				
17.	IN-SERVICE TEACHER TRAINING	Day teachers				
		Supplementary or extensions				
18.	GENERAL ESTIMATE OF SCHOOL'S PROGRAM					

REMARKS:

RECOMMENDATIONS: ____________________

CHAPTER XI

AIDS FOR THE TEACHER-COORDINATOR

While carrying out his responsibilities, the teacher-coordinator encounters a wide variety of questions, problems and situations for which he may not have ready solutions. It appears worthwhile, therefore, to incorporate in this chapter information which may be helpful in such instances. What follows is not meant to be integrated discussion along the lines of a single subject. It is placed here with the hope that each new teacher-coordinator can turn to it for help on the job, and that experienced teacher-coordinators will use it to stimulate their thinking when dealing with a problem.

A. Organization of Related Materials

All books should be stamped with an identifying mark and placed in book cases or shelves in the classroom according to trade content. It is a very good practice to secure the aid of the school librarian in making and ordering selections, cataloguing, card indexing, and in arranging books on the shelves.

All trade journals, pamphlets, bulletins, catalogues, magazines, etc., should be filed in some manner. An excellent and highly facile system is to put each piece of this related materials in a heavy manila envelope and place them on shelves. The teacher-coordinator will find that about four sizes of envelopes will accommodate all such material. When an envelope is placedon file, it should be marked with an index number of symbol and a 3 x 5 card prepared on which is written what information is in the envelope and also having on it the index number which corresponds to that on the envelope. These 3 x 5 cards should be filed under occupational heads. The student-learners can easily make filing envelopes from a roll of 60 lb. kraft paper.

Trade journals and magazines, while current, should be displayed on magazine racks.

The teacher-coordinator must set up some method for filing the great amount of paper work that is done in the related class, together with training plans, schedules of work processes, employers' reports, monthly reports, etc.

This should be worked out to suit the individual case, but nothing in the way of records, reports or correspondence should go out without a copy for filing.

B. Study of Unrelated Subjects

An undesirable thing which can creep into the related subjects class is the preparation of regular school assignments. This comes about mainly from the lack of anything to do and the burden lies with the teacher-coordinator in supplying sufficient assignments and related material to keep the student-learners busy at all times.

C. Grades and Grading

Teacher-coordinators should guard against permitting student-learners attaining high grades too easily. A great amount of superior work in the related classroom should be produced, together with a most excellent rating from the employer, before a student-learner should be given a grade "A".

The teacher-coordinator must demand a large quantity of high quality work and keep a complete record of each grade or symbol earned. He must also secure ratings from the employers to aid in assigning grades.

Some administrators may insist on two separate grades. One for the related class work and one for on-the-job skill training.

D. Prospective Student-Learner Unplaced When School Begins

In a few cases, there will be a few prospective student-learners of superior quality who have not been placed in training agencies when school begins in the fall. Do not permit these students to carry only two regular subjects and meet the related class pending placement. Have each unplaced prospective student-learner register for and begin meeting four regular-type classes. If, in a few days or a week, he can be placed, remove him from two of his regular classes and shift him to the related class. Much less damage is done by this than to permit him to miss two weeks or so of regular classes, and sending him to other teachers when realizing the inability to place him. The same procedure may be used if the student-learners sixteenth birthday falls between the second and fourth week of school.

E. Letters

All correspondence should be on stationery with a letterhead which definitely identifies the high school. The teacher-coordinator may be requested to prepare letters for the signature of other school officials.

F. Bulletin Boards

The related classroom bulletin board is an important teaching device and should not be overlooked by the teacher-coordinator. A very effective method of using the bulletin board is to divide the class into committees of three members each, assigning each committee a definite week to be responsible for the bulletin board. If the membership of the individual committees should be composed of student-learners in the same or related trades, the bulletin board would probably present a very interesting point for competition in its preparation.

Never permit an item of information to go on the bulletin board unless it is explained to the group by the committee or individual placing it there. Also, the posted materials should be neatly arranged, presenting a planned, orderly appearance.

Above all things, change the bulletin board at least once each two weeks. There is nothing to be found more bleak and drab than a bulletin board with material posted on it four years old.

VT 7270

A fine project for the class is to secure space on the bulletin board in the main corridor of the school. Let committees keep this space current and containing materials both informative and entertaining. No better device for selling the program and keeping it before the school has been devised than the well-kept corridor bulletin board.

G. Student-Learner Appearance

Every teacher-coordinator must take it upon himself to see that his student-learners come to school in the very neatest and cleanest of clothes. It costs little to be neat and clean, and the class can quickly gain for itself favorable notice and reputation.

If a full-length mirror can be placed by the door, so that every student-learner will see himself as he leaves the classroom, the effect will be good. A neatly lettered sign over the mirror, "This is how I appear to others," will be helpful.

It is the teacher-coordinator's duty to do what he can to dignify labor. If the school's only working group is the nicest looking in school, much has been done toward that end. It costs little and pays dividends for a boy to wear a tie to school, for a girl to do just a little extra to appear a little neater.

H. Student-Learner Absences

If at any time it becomes necessary for a student-learner to be absent from his job, he must contact his employer as well as the teacher-coordinator and secure permission to be absent. If it is a case of illness, both should be notified as early as possible.

I. Wage-Hour Exemption

1. An employer engaged in interstate commerce or in the production of goods for interstate commerce operating under the provisions of the Fair Labor Standards Act of 1938 as amended, may train a student-learner and pay him an average of seventy-five percent of the statutory minimum wage by securing a certificate. The teacher-coordinator and employer should keep in mind that any work done by the student-learner in training must be paid for at the minimum rate until the certificate is received.

2. Application for a special student-learner certificate can be secured from the U. S. Department of Labor, Wage and Hour and Public Contracts Division, 219 South Dearborn Street, Chicago, Illinois 60604. Applications should be ordered early in August as employers are to file an application 15 to 30 days in advance of the student-learner's beginning date of employment. The application is relatively easy to fill out. Just be sure to fill in every blank. This application was introduced in Chapter VI and is illustrated on pages 51 and 52.

The original and one copy of the completed application on official form 520-1 must be filed with the Regional Office of the Wage and Hour and Public Contract Divisions. A copy of the application must be retained by the employer for his file.

3. Minors under 16 years of age are not eligible for student-learner certificates. The employer should obtain and keep a file on an employment or age certificate showing the student-learner to be at least the minimum age for the occupation for which he is employed.

J. Hazardous Occupations

In occupations declared to be hazardous by the Secretary of Labor, the student-learner must be at least 18 years of age unless the occupation carries an exemption for student-learners and apprentices.

K. Calls at the Student-Learners' Homes

Each teacher-coordinator must visit the student-learner and his parents in their home. Much valuable information can be gained by this and a fine spirit of cooperation can be established between the parents and the school and the teacher-coordinator.

L. Difficulties of General Nature Which May Arise

Difficulties of one type or another will be coming up from time to time. The following chart lists certain difficulties and suggested remedies.

POSSIBLE DIFFICULTIES	SUGGESTED REMEDIES
1. Poor selection of trainees	1. a. Set a high standard in the future b. Consult advisory committee c. Confer with principal and former teachers d. Do a better job of explaining to student-learners and parents
2. Poor selection of training agency	2. a. Same as above: a., b.
3. Improper supervision of student-learner on the job	3. a. Carefully outline the objectives to training agency b. Secure a thorough Knowledge of requirements on part of employer c. Suggest different types of training d. Suggest methods of supervised training e. Assist in better planning of work

4.	Lack of cooperation with faculty	4.	a. Demonstrate desire to work with others b. Explain program and promote good will
5.	Teacher-coordinator has not kept awake to needs	5.	Be alert at all times for suggestions
6.	Lack of advisory committee members' interest	6.	a. Counsel with individual members b. Be prepared to give information c. Anticipate situations in advance and secure advice
7.	Improper publicity	7.	a. Hand in material in writing b. Seek cooperation of papers c. Help editors and reporters to get better knowledge of program. Send in corrections about misstatements.
8.	Lack of proper consideration of other persons	8.	Try to see other person's point of view
9.	Failure to follow proper lines of authority	9.	Know proper line of authority and follow it
10.	Inadequate coordination	10.	Contact and counsel regularly with student-learners, parents, employers and school officials
11.	Lack of clear understanding	11.	Have a complete and clear knowledge of program and be able to explain it
12.	Lack of correlation of related instruction with the work on the job	12.	Know what the student is doing on the job and plan the related materials accordingly
13.	Failure to build and maintain student-learner interest	13.	Counsel with students at frequent intervals and discover real cause of lact of interest
14.	Lack of community cooperation	14.	Call on general advisory committee for help
15.	Inadequate instructional materials	15.	Add materials to library, consult with other teacher-coordinators
16.	Student-learner interest in pay only	16.	Impress student-learner with educational value of job experience

17. Too many outside interests	17. Do your job first
18. Inadequate records by teacher-coordinator	18. a. Keep records from day to day b. Have definite file for records c. Have regular time to work on them
19. Improper community interest and activities	19. Watch your step - remember, you are an example to many

M. The Supervisor's Visits

No teacher-coordinator need ever be fearful of the State Supervisor of Trade and Industrial Education or any member of the staff who may call on him. The sole purpose of supervision is to strengthen the program and assist in handling knotty details which may arise. Any supervisor who enters the classroom or visits the teacher-coordinator in the conduct of his duties, does so as a friend and advisor initially interested in the success of the program. The supervisor is one in whom the teacher-coordinator can confide.

Each teacher-coordinator from time to time will think of many problems he wishes to discuss with the supervisor or questions he wishes to ask. Whenever one of these problems or questions come to mind, the teacher-coordinator should jot it down in his notebook. Otherwise, when the supervisor visits, the teacher-coordinator will fail to mention some topic he was especially desirous of discussing.

N. Record of Contacts

The teacher-coordinator should keep a small notebook in his pocket at all times. From the very first day he goes on the job, he should keep a record of every contact he makes, transferring the temporary recording from the notebook to a permanent record for his files. This includes, of course, coordination visits.

O. Spring Registration

At least three or four months before schools close in the spring, the teacher-coordinator should begin actively planning for the next year's program and carefully survey the sophomore class for prospective student-learners.

It is considered good practice for the teacher-coordinator to request the Guidance Department to administer interest inventories and aptitude tests to the sophomore class during January or February of each year to assist in determining the general field of interest of potential industrial cooperative students. If the school does not have a qualified guidance counselor, then the teacher-coordinator should administer the tests and selective process. This should be followed by individual counseling.

P. Failures

Some student-learners fail to earn credit for their participation in the program. If a student-learner cannot hold a job, he should be dropped from the cooperative program and transferred to other classes. If the student-learner will not fulfill his classroom and on-the-job assignments, he should be denied credit. Fortunately, the failures are few, but when they occur they should be dealt with firmly.

Q. Examinations

Examinations should be given at regular intervals and at the end of the semester. These examinations should be highly individualized and cover work done in the related classroom. Also, the teacher-coordinator should secure from the employer a grade on the manipulative skills of the occupation.

R. Proof of Age

Each student-learner who is under 18 years of age must secure an Employment and Age Certificate. This certificate is needed to show proof of age as required by law. It also protects the employer who may be involved in interstate commerce or training student-learners under 18 years of age in occupations that are classified as hazardous but having exemption for vocational students.

It is the responsibility of the school or county superintendent to issue these permits. They are issued in triplicate, one copy for the superintendent's office, one for the employer, and one to be mailed to the Division of Women's and Children's Employment, Illinois Department of Labor, 160 North LaSalle Street, Chicago, Illinois 60601. Although it is the responsibility of the city superintendent or the principal to issue the permits, it is the teacher-coordinator's responsibility to see that his student-learners secure them. These certificates may be obtained from the City or County Superintendent of Schools. They can also be ordered direct from the Department of Labor, Capitol Building, Springfield, Illinois 62706.

S. Student-Learner Responsibility

It is evident that each employer is most interested in his student-learners making a good record at school. This means that the teacher-coordinator should impress upon the student-learner at all times the importance of strict adherence to all school rules, an excellent quality of work in all classes, and active participation in any extra curricular activity for which he has time. From this the student-learner perceives that an attitude of "just so I do a good job for the employer" is entirely wrong. No employer wants a student-learner who fails to take advantage of all the opportunities of the school.

T. Civic Club Membership

If it is possible for the teacher-coordinator to do so, he will find it highly beneficial to the program if he associates himself with one of the local civic clubs. Many things must be considered before doing this, among which are the teacher-coordinator's time schedule, the hour the club meets, dues, etc.

U. Beauty Culture

All student-learners in beauty culture programs are required to register with the Department of Registration and Education, Springfield, Illinois. An apprentice license will then be issued which must be kept in good standing until the required period of apprenticeship is fulfilled. Minimum age for issuing a license is 16 years.

Licensed industrial cooperative beauty culture apprentices receiving training is a registered beauty shop must establish that they have completed not less than total of 2625 hours during the entire period of their apprenticeship before they are eligible to register for the state examination.

CHAPTER XII

ILLINOIS STANDARDS FOR AN INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

A. Need for Standards

As the Industrial Cooperative Education Program has passed through its successive stages of development, many devices and standards have been set up and used. Some have been weighed in the balance of experience and found wanting. In order to assure adherence to the highest possible standards and also meet the requirements of applicable legislation, the Illinois State Board of Vocational Education and Rehabilitation has approved a State Plan, which states the standards which must be met by all who are involved in the program. Examination of other State Plans will show a marked likeness, indicating that throughout the Nation programs are operating on a very high plane.

At any time that a teacher-coordinator may be in doubt about what standards or requirements must be met and maintained, he can turn to the material presented below which is composed of abstracts and policies of the State Board of Vocational Education and Rehabilitation.

B. Standards for Conducting the Industrial Cooperative Education Program

1. Student-Learner Enrollment

Student-learners shall be enrolled in this program with the approval of the teacher-coordinator on the basis of their ability to profit from the training. This selection is made after proper guidance, testing and counsel by the guidance counselor and individual interview by the teacher-coordinator.

2. Field of Training

Any trade, industrial or service occupation eligible for inclusion in the program for student-learners, shall be one for which the preparation consists of organized in-school related instruction supplementing clearly defined work experiences on the job as determined by an occupational committee. No occupations will be included in the program which do not provided an opportunity for continued employment without displacement of other workers.

3. The Training Memorandum

A written training plan shall be required for each student-learner and shall include a schedule of processes to be learned on the job, related instruction given in school, wages and length of training period, type and degree of responsibilities of parties concerned, provision of school credit, hours of work and related instruction, provision for job progression, probationary period, termination of agreement and other items the local advisory committee deems necessary to include.

4. Rates of Pay

   a. Provision should be made for a graduated scale of earned wages on an hourly basis. This is to be approved by the advisory committee.
   b. No reimbursement will be granted for a program, the student-learners of which are not being paid a monetary wage at a rate comparable to wages paid to other learners in the same trade or occupation for their time spent in employment.
   c. The Fair Labor Standards Act of 1938 and amendments thereto, perscribe minimum rates of pay for workers engaged in interstate commerce, or in the production of goods for interstate commerce. Care should be taken that student-learners in such occupations received at least the minimum wage fixed by Federal Law.
   d. Social Security Legislation

      (1) If an employer has three employees and takes on an Industrial Cooperative Education student-learner in addition, this person will count as the fourth employee and the employer will then be subject to the Federal tax feature of the unemployment compensation provision.
      (2) That if the employer has two employees and takes on a student-learner in addition, this student-learner will not count as the third employee if the student-learner is a minor (males under 21, females under 18) whose principal occupation is as a student-learner actually in attendance at a public or private school unless taxes with respect to such services are voluntarily paid under the Federal Unemployment Tax Act.
      (3) However, if such a minor is employed during regular vacation periods, he is to be counted in employment the same as any other covered worker and the employer is liable for the State tax features of the unemployment compensation provisions of the Social Security legislation.
      (4) A student-learner is not eligible for unemployment compensation even though the employer has paid the Federal tax as provided under the Unemployment Compensation Act.

5. The Representative Advisory Committee

   a. General advisory committee

      The program of training shall be conducted under the general guidance of a representative local vocational advisory committee, such a committee to consist of equal representation from employers and labor.

   b. Craft or occupational committee

      Craft or occupational committees shall be formed for the primary purpose of assisting the teacher-coordinator in developing the schedules of processes, approving outlines of related instruction and assisting in organizing the individual student's training plan for a particular occupation. Such a committee may be composed of one or more members of each craft or occupation for which training is given.

6. Hours of Work and Study

All student-learners shall be required to spend no less than 15 clock hours per week, 36 weeks per year, during the major portion of the regular school day (preferably three consecutive clock hours per day) in organized work experiences on the job under the joint supervision of the school and the employer. In addition to the required time spent in acquiring job experience, each student-learner shall devote a minimum of 200 minutes per week to the study of technical and related subject matter on a correlated basis in group instruction under a qualified teacher-coordinator.

7. Schedule of Job Processes

The schedule of process to be learned on the job and the related subject content to be taught each student-learner in the school shall be outlined and approved by the representative occupational or craft committee.

8. High School Credit

Provision has been made to enable the student-learners to receive two units of high school credit per year for the satisfactory completion of the schedule of organized work experience (one unit of on-the-job training) and related instruction (one unit as an in-school elective) making high school graduation possible.

9. Ratio of Student-Learner

Due consideration will be given to the ratio of student-learners to regularly employed workers in any occupational field and shall be determined by the local advisory committee.

10. Job Progression

Provision will be made for the student-learner to progress from one job process to another upon reaching the proficiency level required for satisfactory performance as a learner in the trade or occupation.

11. Placement and Follow-up

Consideration will be given to final placement and follow-up and in cases of occupations requiring more time for training than can be given during the period the student is enrolled in high school arrangements for the completion of training through apprenticeship or evening classes should be worked out.

12. Reports

Class organization reports must be forwarded to the State Office immediately after the first week of each semester. Monthly reports of Industrial Cooperative Teacher-Coordinators' Activities must be submitted to the State Office no later than the 10th of the following month. Special reports may be asked for from time to time.

13. Plant Training

The State Board of Vocational Education and Rehabilitation will not participate in a plant training program designed for the initial "breaking-in" of operators in newly located industries. It is immaterial whether or not the demand for training the new workers arises from plant migration or relocation, labor turnover or replacements.

14. Reimbursement of Salary and Travel Expenses

The teacher-coordinator's salary is set by the local board of education and is paid from local funds. For approved programs meeting the standards and employing qualified personnel to instruct, the teacher-coordinator's salary may be reimbursed from State and Federal vocational education funds. Such reimbursement of approved programs will be made annually upon receipt from the local superintendent's notarized statements of expenditures. Reimbursement is based upon the total time devoted by the teacher-coordinator to the Industrial Cooperative Education Program (hours in-school related instruction, plus hour of on-the-job coordination). Reimbursement is calculated as a percentage of the salary paid to the teacher-coordinator and is found by dividing the time (hours) per week, which he devotes to the program, by the total time (hours) in his weekly program. The forms which follow, T & I 35-3, T & I 35-3a, T & I 38 and VE 3-T & I, are used to claim reimbursement from salaries and approved travel for which payment is made by the local board of education to the person having responsibility for coordination and supervision. Included in approved travel and lodging is attendance at the Illinois Vocational Association Convention, conferences, workshops, or other meetings called by the State Board of Vocational Education and Rehabilitation. The actual cost of lodging, not exceeding the maximum of the approved State rate per night, is reimbursable while in attendance at a conference or workshop. Meal costs are not reimbursed.

ANNUAL REPORT FOR REIMBURSEMENT
To the State Board of Vocational Education and Rehabilitation
Vocational and Technical Education Division
405 Centennial Bldg., Springfield, Illinois 62706
For the School Year Ending June 30, 1969

CITY Arcadia, Illinois
SCHOOL Arcadia High School
DISTRICT #763
COUNTY Baxter

INDUSTRIAL COOPERATIVE PART-TIME CLASSES

CUMULATIVE COOP. REGISTRATION FOR YEAR:
Male 21
Female 14
Total 35

COOP. ENROLLMENT AT END OF YEAR:
Male 17
Female 12
Total 29

(1) TYPE PROGRAM (Diversified Occupations or Supervised Job Training)	(2) NAME OF TEACHER	(3) Yearly Teaching Salary	(4) % TIME TO THIS WORK		(5) Salary paid for this work	(6) LEAVE VACANT	
			1 Sem.	2 Sem.		% Reim-bursement	Reimbursement
Diversified Occupations	Jones, William H.	$ 9,000.00	75%	75%	$ 6,750.00		

INDUSTRIAL COOPERATIVE SUMMER SCHOOL AND SUMMER EMPLOYMENT

Diversified Occupations	Jones, William H.	$ 900.00	-100%-		$ 900.00		

I hereby certify the foregoing report is true in all respects and that the amounts specified for teachers' salaries on which State and Federal aid is asked have been paid to the persons indicated.

/s/ Vernon Crawford
Superintendent [redacted]

Form T & I 35—3

State of Illinois
Board of Vocational Education and Rehabilitation
405 Centennial Building
Springfield, Illinois 62706

TRADE AND INDUSTRIAL EDUCATION
ENROLLMENT REPORT FOR INDUSTRIAL COOPERATIVE PART-TIME CLASSES

Cooperative Diversified Occupations Program

Use A Separate Form For Each Program At Each Attendance Center

ity Arcadia Attendance Center Arcadia High School

	(1) NAME OF PUPIL	(2) Age	(3) Sex	(4) Year In School Jr.-Sr.	(5) Year in Program 1-2	(6) Occupation by OE Code	(7) Name of Training Establishment	(8) Hours per Week	
								In School	On the Job
1	Allison, John	17	M	Jr.	1	17.0302	Acme Motors	15	15
2	Berman, Helen	18	F	Sr.	2	07.0101	Dr. J. W. Franks	15	20
3	Lewis, Albert	18	M	Sr.	2	17.2903	Hutson's Grocery	15	20
4	etc.								
5									
6									
7									
8									
9									
1									
11									
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17									
18									
19									

Date May 29, 1969

I certify as to the correctness of this report.

/s/ Vernon Crawford
Superintendent

(Place additional names on reverse side)

ANNUAL REPORT FOR REIMBURSEMENT
To the State Board of Vocational Education and Rehabilitation
Vocational and Technical Education Division
405 Centennial Bldg., Springfield, Illinois 62706
For the School Year Ending June 30, 19........

CITY Arcadia
SCHOOL Arcadia High School
DISTRICT #763
COUNTY Baxter

TRADE AND INDUSTRIAL EDUCATION
TRAVEL EXPENSES PAID BY THE LOCAL BOARD OF EDUCATION

Insert check mark (✓) to indicate position of traveler

SECONDARY PROGRAM:
- ☐ Preparatory Teacher
- ☒ Industrial Cooperative Teacher-Coordinator

POST-SECONDARY PROGRAM:
- ☐ Preparatory Teacher

ADULT PROGRAM:
- ☐ Preparatory Teacher
- ☐ Apprentice and Supplementary Teacher

SUPERVISION:
- ☐ Supervisor
- ☐ Industrial Coordinator

TOTAL TRAVEL AND LODGING EXPENSES:

Months	MILES TRAVELED PER ACTIVITY				Total Miles For Month	
	Supervision and Coordination	Workshops (name)	I.V.A. Convention	Special (name)		
July		Beginning-125			125	
August	100	Exp. -120			220	
September	250				250	
October	225				225	
November	210				210	
December	175				175	
January	200				200	
February	215				215	
March	230		150		380	
April	240			Area-75	315	
May	250				250	
June	150				150	
Total Miles Traveled For Year At 8 Cents Per Mile					2715	$217.20

(Actual rate paid but not to exceed 8c per mile)

TRAIN OR BUS FARE, TAX EXEMPT:

Workshops called by Trade and Industrial Education Service			$
I.V.A. Convention			$
Special Meeting (Name)			$

LODGING: (Actual cost but not to exceed $8. per night)

Meetings	No. Nights	Rate	
Workshops	2	8.24	$ 16.48
I.V.A. Convention	2	7.21	$ 14.42
Special (Name)			$

TOTAL TRAVEL EXPENSES NOT INCLUDED IN SALARY $248.10

REIMBURSEMENT (Leave Vacant) @ ....% $

Note: Out-of-state Travel Expense Not Reimbursable.

I hereby certify that the Board of Education paid the cost of travel listed above and that evidence of these payments are on file.

/s/ William H. Jones
SIGNATURE OF TRAVELER

/s/ Vernon Crawford
Superintendent

Form T & I 38

ANNUAL APPLICATION FOR REIMBURSEMENT
TRADE AND INDUSTRIAL EDUCATION

State of Illinois
Board of Vocational Education and Rehabilitation
405 Centennial Building
Springfield, 62706

Arcadia, Illinois
May 29, 1969

To the Board of Vocational Education and Rehabilitation
State of Illinois:

A program of Trade and Industrial Education has been conducted in District No. 763 in Baxter County, according to plans approved by the State Board. We hereby certify that the costs listed below have been paid for the program conducted during the fiscal year ending June 30, 1968, and make application for reimbursement thereon.

TYPE	LOCAL ENTRY	FOR STATE OFFICE ENTRY ONLY	
TRADE AND INDUSTRIAL ONLY	TOTAL EXPENDITURES FOR TRADE AND INDUSTRIAL EDUCATION	APPROVED EXPENDITURE	CODE
Preparatory Classes for Secondary Students			07-1-108 07-4-108
Industrial Cooperative Classes (D.O. and S.J.T. Students)	$ 7,650.00		07-1-104
General Continuation Classes			07-4-115
Preparatory Classes for Post-Secondary Students			07-2-108
Preparatory Classes for Adults			07-3-108
Supplementary Classes for Adults			07-3-111
Apprentice Part-Time Classes			07-3-114
Supervision, Secondary, Post-Secondary and Adult Classes			07-6-301
Travel, Industrial Cooperative Coordinators	248.10		07-1-218
Travel, Teachers of Secondary and Post-Secondary Classes			07-1-218 07-2-218
Travel, Teachers of Adult Classes			07-3-218
Travel, Supervisors			07-6-217
Durable Teaching Aids and Equipment			07-1-401 07-2-401
			07-3-401 07-4-401
Grand Total	$ 7,898.10		

AFFIDAVIT

We, the undersigned, hereby certify that the foregoing report is true and accurate to the best of our knowledge and belief; that the district has complied with the requirements of the law as set forth in Section 27-10 of the School Code in regard to teaching the nature of alcoholic drinks and other narcotics and their effects on the human system; and as set forth in Sections 10-22.5 and 22-11 of the School Code with regard to the non-segregation of pupils on account of color, race or nationality; that each school operated by the school board has complied with the requirements of Sections 27-3, 27-4 and 27-21 in regard to patriotism, American history and constitutional principles; and that to the best of my knowledge and belief the employing personnel of this district has not discriminated in the employment of teachers on the basis of color, creed, race or nationality; nor has color, race, nationality, religion or religious affiliation been considered in assigning any person to an office or position or to any school in the school system.

Subscribed and sworn to before me this 1st day of June A.D., 1969

/s/ Vernon Crawford
Superintendent

/s/ Leland Ames
Secretary, Board of Education.

/s/ Joan Harper
Notary Public
(SEAL)

Form VE 3-T&I

15. Summer Employment

A beginning teacher-coordinator should be employed July 1 preceding the inaguration of the Industrial Cooperative Education Program. It is recommended that thereafter the teacher-coordinator be employed for at least one month longer than the regular school term. He needs this extra time in which to select the student-learners, secure training agencies, develop schedules of job processes, prepare training memorandums, obtain age certificates, organize individual instructional materials, and complete other necessary preparations before the opening of school in September.

16. Distribution of Student-Learners

The number of student-learners employed in the various occupational fields should be watched very carefully. The following should serve as a guide:

a. All of those enrolled should be employed in strictly trade and industrial occupations unless otherwise specifically approved by the State Supervisor of Trade and Industrial Occupations.
b. The ratio of girls to boys in the program should be approximately that of men to women in the various occupations as shown in the U. S. census of employment.

17. Definition of a Contact

Since it is desirable that all teacher-coordinators place the same interpretation upon the term "contact" when making out the monthly report for the State Office, the word needs to be defined. For this purpose, the term contact may be considered to mean:

a. A personal call or visit that has been planned by the teacher-coordinator for a definite purpose, and one in which he was successful in actually talking with the individual or individuals personally, OR
b. A call made at the request of one of the parties signing the training plan or his agent, OR
c. A personal interview where the teacher-coordinator actually discussed the program with an individual who was thought to be able to assist in promoting the program.

In order to facilitate a record of contacts made, it may be assumed that there are two general phases of coordination which may be classified as scheduled routing contacts and promotional contacts. These are defined below:

a. A scheduled routing contact is a planned personal interview between the teacher-coordinator and one or more of the parties signing the training plan or his agent for the purpose of correlating the related instruction given by the school with the work experiences provided by the training agency, or for the purpose of discussing the general progress and problems of the student-learners.

b. A promotional contact is an interview between the teacher-coordinator and such parties as may be deemed influential in creating interest in or in furthering the development of the program.

On the other hand, a contact is not to be reported under the following situations or conditions:

a. When the call is made by telephone, letter, or any other means except as stated above.
b. When the teacher-coordinator meets the student-learner during the time the teacher-coordinator is scheduled to be at school.
c. When the teacher-coordinator makes a call but fails to get an interview with the person he intended to see.
d. When the teacher-coordinator makes a talk to a group or assembly. Promotional contacts may result from talks, but the talk itself is not a contact.

18. Criteria for Determining Number of Routine Contacts

a. When only the employer is seen on a coordination visit, one contact shall be reported.
b. When a student-learner and employer are contacted on the same coordination visit, one contact shall be reported for the employer and one contact for the student-learner.
c. When one or more student-learners in the same department are contacted on a single visit, one contact shall be reported for each student-learner interviewed.
d. When one or more persons representing a training agency, such as the owner, shop foreman, superintendent, or department head are contacted on one trip, only one contact shall be reported except as provided for in the situation as covered in paragraph "e" below.
e. When a training agency has student-learners in more than one department, the number of department heads actually contacted shall determine the number of contacts reported.

CHAPTER XIII

YOUTH ORGANIZATIONS

Each industrial cooperative class conducting an educational activity shall have as a unit in related instruction a club program for the purpose of instructing in parliamentary procedures and other democratic activities and processes.

The importance of youth organizations as a phase of all programs of vocational education is given emphasis in the following excerpt from the Illinois State Plan.

"Vocational youth organizations shall be established, developed and promoted as an integral part of the total instructional program. The statewide youth organizations shall be supervised by persons meeting the qualifications of a state supervisor of vocational education.

"When the activities of local vocational education youth organizations complement the vocational instruction offered, such activities shall be supervised by persons who are qualified as vocational education teachers. The allocation of time for the program of youth activities shall be the responsibility of the local school administration.

"For youth with special needs and others enrolled in experimental or pilot vocational education programs, youth organizations are to complement the goals of these instructional programs.

"Cooperation between the several youth organizations in vocational education and other organizations of youth and adults with similar objectives shall be encouraged on the State, district, or area, and local levels where the activities, such as joint meetings and projects, would improve the total vocational education program.

"The vocational youth group programs shall be reviewed periodically by the chief state supervisors as part of the evaluation of the total instructional program. The local youth group program shall be evaluated continuously by school and community personnel, such as a local advisory committee that is concerned with the local related instructional program."

The Vocational Industrial Clubs of America (VICA) is the youngest National vocational youth organization and the only one serving students preparing for futures in trade, industrial and technical vocations. The purpose of a student-learner participation in VICA activities is personal development. This is accomplished in student-initiated civic, educational, professional and social activities, supervised by his vocational trade and industrial occupations instructor or teacher-coordinator and administered by public school officials. VICA youth activities foster a respect for the dignity of work; promote high standards in trade ethics, workmanship, scholarship, and safety; and develop patriotism by practicing democracy.

To form a club and join the Illinois Association of VICA, contact your State Trade and Industrial Occupations supervisor for assistance.

The teacher-coordinators's responsibilities for youth club organization and operation may be summarized as follows:

What the Teacher-Coordinator Does	What the Teacher-Coordinator Needs to Know
1. Organization of Club	
Arrange for time and meeting place with school principal Call the meeting Give the group the aims and purposes of the club Explain the CREED--EMBLEM--persons eligible for club membership. Local dues--state dues--national dues Explain and help plan induction ceremonies for club members Help in election of officers--Time--Number--Duties--Responsibilities	The aims and purposes of the club The benefits gained by the student-learners Creed and emblem Persons eligible for club membership--Local, state and national dues Requirements for local chapter entrance in state and national organization Election of officers and duties of officers Induction ceremonies for membership into the club
2. Operation of Club	
Supervise and sponsor all club activities Explain how to nominate candidates for State Office. When. Explain State constitution Explain VICA Explain State Convention procedure. Who is eligible to attend. How to enter contest--benefits received Explain and create enthusiasm for all local club--activities--banquet--socials--projects Honor past members Assist officers and committee chairman in planning meetings Assist secretary with chapter reports Assist reporter with news articles Sponsor and assist in organization of district leadership meetings Explain club ratings Teach parliamentary procedure	State and National Constitution When and how to nominate candidates for state officers State & National Convention procedure Who is eligible to attend State convention How to prepare and enter state contest Local activities throughout the year in the club Vocational Industrial Clubs of America Parliamentary procedures

CHAPTER XIV

PUBLIC RELATIONS

Everything a teacher-coordinator does involves public relations. Some of the specific items should include:

What the Teacher-Coordinator Does	What the Teacher-Coordinator Needs to Know
Prepare newspaper copy or give information to newspapers	How to write newspaper copy What is news? How to plan a special feature When and in what form copy should be submitted
Radio and T.V. work programs	How to prepare radio and T.V. scripts procedure for presentation types of programs which would be most effective
Public speaking	Selection of participants How to organize material for talk Effective presentation of facts Cultivate proper use of voice Develop vocabulary to present information suitable to group How to prepare notes for talk Proper use of illustrative materials
Work with community groups	How to work with committee How to conduct meetings (Parliamentary procedures) (Group Dynamics) Organization of conferences Main purpose of each civic group How students may have part in civic affairs How to "fit in" in civic work

Knowledge of the vocational program is not only a need, it is a basic right of the public. Only with the active flow of communication can vocational education find the support it must have. To meet its potential, vocational education must be involved in a continuous process of communication, coordination, cooperative planning and interaction with every segment of the community.

Vocational education's public should include actual and potential students, boards of education, government agencies (local, state and national), social agencies, state and local associations, graduates, parents, P.T.A. groups, civic and service organizations, labor, industry, professional people, legislators, and other groups involved in social, economic, and industrial development. Mr. Average Taxpayer should also be included.

Effective public relations should be carefully planned to inform the public of the advantages, principles, and goals of the Industrial Cooperative Program. Public relations is not something that begins and ends with a specific activity. Public relations involves every organization and every individual constantly.

Public relations is doing a good job and utilizing communicative media to tell people about it, so that you receive credit for the good work. The telling about it is publicity, and the ways of telling your story are limited only by your own dramatization of good teaching methods, and the dramatization of the results of that teaching.

Informing the public is not easy nor is it something that can be done just once or twice to be effective. It is a continual process and it is often difficult to see proof that public relations have been improved by newspaper publicity. It must be realized that the cumulative value of a continuous program of public relations has a gradual effect and seldom produces startling results or drastic changes.

Local publicity strengthens the state and national programs of vocational education. Many people who read hometown newspapers have influence that extends far beyond the local community.

Some useful techniques in public relations are:

1. Employer appreciation banquet
2. Organized alumni
3. Prepared news releases
4. Radio and T.V. promotions
5. Planned education week activities
6. Affiliate and participate with area youth club organization (VICA)
7. Hold advisory committee meetings
8. Speak before service-civic clubs
9. Attend related conventions
10. Visit homerooms and present assemblies
11. Organize field trips
12. Career day conference
13. Invite guest speakers
14. Show films to civic groups
15. Organize displays for local and state areas

16. Assist school and civic groups with promotion of special projects

17. Promote human relations

18. Visit with parents of trainees

19. Invite members of the press as guests to special functions

20. Cooperate with guidance counselors and administrators

21. Plan and publish a calendar of events for distribution

22. Make full use of open house nights

23. Utilize visual aids such as posters, displays, transparencies and brochures.

Basic B's for Publicity

1. Be the only person from your group to contact news media. Two members calling the same newspaper editor or program director are bound to bring conflict or confusion.

2. Be quick to establish personal contact with the right persons at each newspaper, radio and television station in your area.

3. Be sure to write everything down. Train your memory but don't trust it.

4. Be prompt in meeting every deadline.

5. Be legible. Type news releases. Erase and correct errors. Don't use carbons, except for your own file copy.

6. Be accurate. Double check dates, names, places before you submit your copy.

7. Be honest and impartial. Give credit where due.

8. Be brief. Newspaper space and air time are costly.

9. Be brave. Don't be afraid to suggest something new if you honestly believe you have a workable idea. Media people welcome original ideas when they're practical and organized logically.

10. Be business-like. Never try to obtain publicity by pressure of friendship or business connections. Never ask when a story will appear. Never ask for clippings.

11. Be appreciative of all space and time given your club's publicity. The media giving it also have space and time for sale.

12. Be professional. Members of the press are always invited guests. Never ask them to buy tickets or pay admission. Arrange a special "Press Table" for large banquets.

Every successful endeavor which involves personnel relations must present the general public with a worthwhile image and must continually and actively engage the interest of those who are to be directly involved in its operation.

Likewise, the Industrial Cooperative Education program must seek to acquire these highly desirable characteristics. Maintaining high standards of conduct can be instrumental in obtaining and preserving favorable acceptance of the program from students, faculty, administration, employers and general public.

The most successful program are those that keep the different publics in informed. This is not a one man show. It does however require showmanship with involvement of the total community.

Public information is vital to development of understanding of the benefits and unlimited opportunities offered by industrial cooperative education. Vocational education has a product to sell, a product which can be a happy and productive citizen in our dynamic and affluent society.

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12. Educational Aids for Schools and Colleges, Education Department, National Association of Manufacturers, 2 East 48th Street, New York, N.Y. 10017

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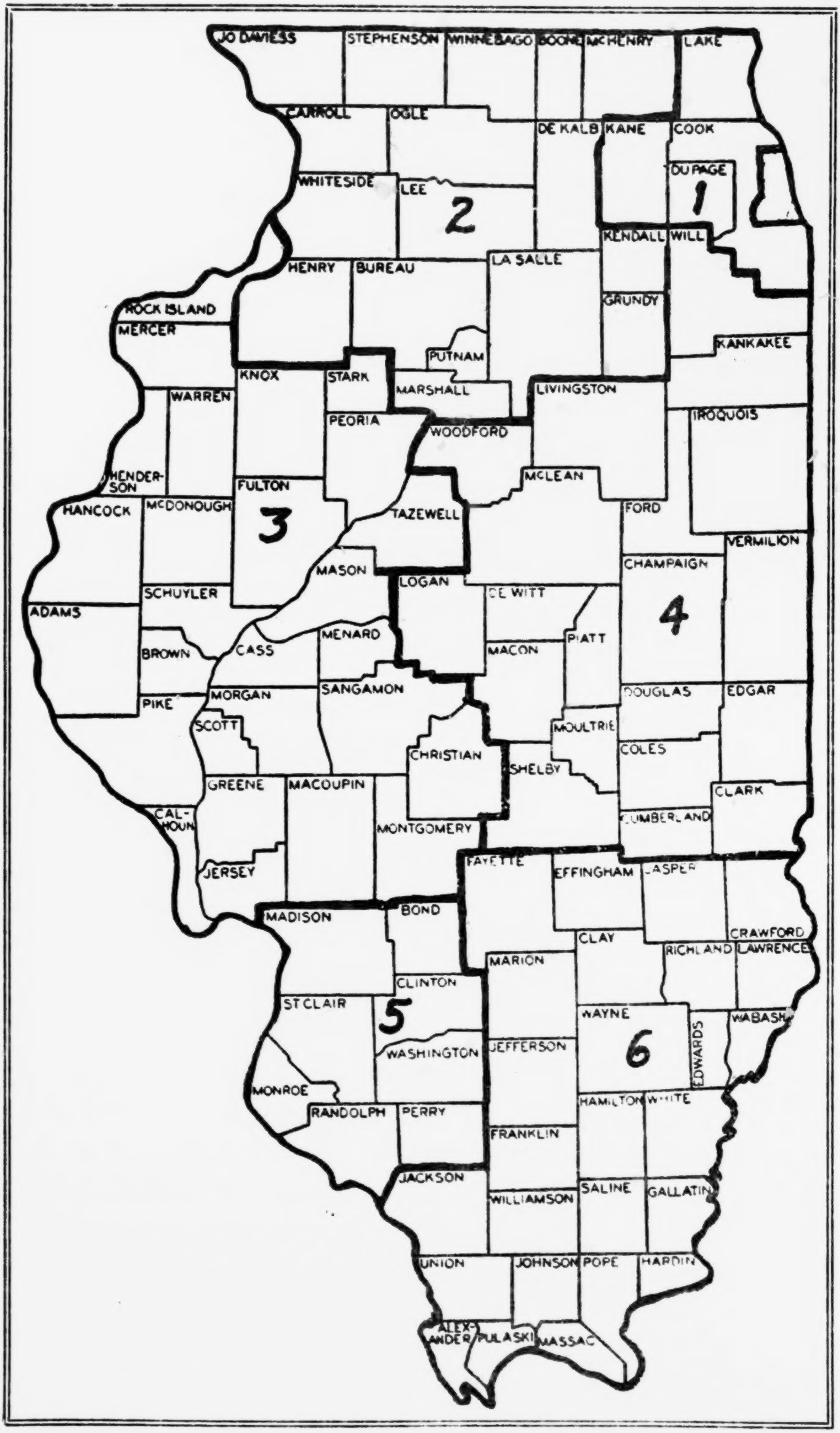
14. Teaching Guide and Materials for Teaching Income Tax, Department of Internal Revenue, Washington, D.C.

STATE SUPERVISORY REGIONS FOR TRADE AND INDUSTRIAL OCCUPATIONS


JO DAVIESS
STEPHENSON
WINNEBAGO
BOONE
McHENRY
LAKE
CARROLL
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BUREAU
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ROCK ISLAND
MERCER
GRUNDY
PUTNAM
KANKAKEE
KNOX
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PEORIA
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MOULTRIE
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MACOUPIN
CLARK
CAL-HOUN
MONTGOMERY
CUMBERLAND
FAYETTE
EFFINGHAM
JASPER
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MADISON
BOND
CRAWFORD
CLAY
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LAWRENCE
MARION
CLINTON
ST CLAIR
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WAYNE
WABASH
EDWARDS
JEFFERSON
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WASHINGTON
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HAMILTON
WHITE
RANDOLPH
PERRY
FRANKLIN
JACKSON
WILLIAMSON
SALINE
GALLATIN
UNION
JOHNSON
POPE
HARDIN
ALEX-ANDER
PULASKI
MASSAC

SAMPLE

TRADE ANALYSIS FOR HOUSE WIRING AND PROGRESS CHART

Job No.	UNIT NUMBER ONE - ROUGH-IN CABLE WIRING	OBSERVATION	INSTRUCTION	SUPERVISION	SATISFACTORY PERFORMANCE	DATE OF SATISFACTORY PERFORMANCE	DATE RELATED INFORMATION COMPLETED
1.	Fasten switch boxes to wood walls	11	11	11	1111	10/15	10/20
2.	Fasten outlet boxes to wood walls						
3.	Ganging switch boxes						

Make a mark (1) in this column for EACH TIME you have observed the job being done.

Make a mark (1) in this column for EACH TIME you have done the job under instruction.

Make a mark (1) in this column for EACH TIME you have completed the job under supervision without instruction.

Make a mark (1) in this column for EACH TIME you have completed the job without supervision.

In this column put the date of satisfactory completion of the job.

In this column put the date of completion of the related information.

Job No.	UNIT NUMBER ONE - ROUGH-IN CABLE WIRING						
1.	Fasten switch boxes to wood walls						
2.	Fasten outlet boxes to wood walls						
3.	Ganging switch boxes						
4.	Boring holes for cable						
5.	Sharpening auger bits						
6.	Fasten cable to outlet and switch boxes						
7.	Fasten and pull cable between boxes						
8.	Prepare armored cable for connectors						
9.	Make splices and tape						

INDUSTRIAL COOPERATIVE EDUCATION TRAINING PROGRAM

To Student-Learner

You are entering a new phase of your high school education, namely, training for a specific job. You are required to spend one hour (60 minutes) each day in a related subject class. You are also required to spend a minimum of three hours each day on the job for which you receive pay. Upon the successful completion of this course, two high school credits will be given each year. Other high school subjects will make up the balance of your schedule.

To succeed in this course you should:

1. Really want to learn a trade or occupation.
2. Be an average or above average student.
3. Be able to carry on school work by following a work plan with a minimum of supervision.
4. Get and keep your parents' interest in this program.
5. Develop the proper attitude toward other employees.
6. Learn to respect rules and regulations.
7. Practice clean habits and develop a pleasing personality on the job.

For your class work you should have and know how to use:

1. A textbook
2. The progression Study Charts furnished with this course
3. References
4. A loose-leaf notebook

Daily schedules:

1. Get your study guide and notebook
2. Fill out daily progression record
3. Carry out work period
4. Fill out wage and hour report Monday of each week

If the interview is successful or you have sold yourself, your next step is to become acquainted with your training memorandum or agreement. Discuss it with your parents. If satisfactory, have them sign; also sign your own name.

You are now ready to train for work.

However, before reporting on the job for the first time, consider the following:

1. How are you going to dress?
2. How are you going to get there?
3. Have you your social security number?

FORM I

COVER SHEET

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

____
Applicant's Name

	FORM I	Cover Sheet and Placement Interviews
	FORM II	Student Interview
	FORM III	Student's Application
	FORM IV	Personal Data Sheet
	FORM V	Student Agreement
	FORM VI	Attendance, Discipline, Health
	FORM VII	Test Scores
	FORM VIII	Teacher's Recommendation
	FORM IX	Memorandum-of-Training Plan
	FORM X	Enrollment Record
	FORM XI	Trainer's Evaluation of Student

PLACEMENT INTERVIEWS

DATE	COMPANY	PERSON CONTACTED	RESULT

FORM II

STUDENT INTERVIEW

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

Name ______________________________	Help or Information Needed		
VOCATIONAL QUESTIONS	Much	Some	Little or None
1. Do you know definitely the fields of work in which you are most interested?			
2. Have you analyzed carefully your skills and abilities?			
3. Have you determined the type of work for which your particular personality is best suited?			
4. Are there health factors or physical disabilities which must be considered in choosing your occupation?			
5. Have you considered carefully the employment outlook in those fields which seem most likely to expand?			
6. Do you know the general requirements of those occupations for which you seem best fitted?			
7. Do you know what jobs are most closely related to the one which you are considering?			
8. Have you made a satisfactory choice of a particular job for which you are well qualified?			
9. Do you know how to find reliable information about job requirements?			
10. Do you know to whom to go for competent advice and counsel?			
11. Have you considered carefully a possible need for further schooling?			
12. Do you know how to select the school and the subjects most helpful to you?			
13. Do you know how to locate job opportunities for a person with your qualifications?			
14. Can you write a good letter of application?			
15. Do you know the most important factors to keep in mind when you are interviewed by an employer?			
16. Do you know what factors your employer is likely to consider when you are ready for a raise or a promotion?			
17. Do you know how to decide whether or not a job is one with a future?			
18. Have you a clear idea of what you consider essential to success in life?			

FORM II (cont'd.)

SELF-RATING SCALE Personality Traits	Your Evaluation				
	Very High	High	About Average	Low	Very Low
Friendliness					
Cheerfulness					
Confidence in own abilities					
Respect for the rights of others					
Tolerance					
Neatness and personal appearance					
Freedom from fear and worry					
Sense of humor					
Ability to take criticism					
Ability to get along with people					
Ability to win cooperation					
Initiative					
Willingness to work hard					
Resourcefulness					
Pep and enthusiasm					
Open-mindedness					
Dependability					
Speech and self-expression					
Persistence. Ability to stick to a job . . .					

Date ______________________ ______________________________________

Signature of Student

PRE-EMPLOYMENT INFORMATION

Student-learner should have confidence in fairness of foreman and management.

Don't be impatient. It may take several years to learn your job.

Get along with fellow employees.

Be at work on time; avoid being absent except for illness or very urgent matters. Always phone and notify your employer and coordinator when it is necessary to be absent.

Save time -- do not waste it in idle chatter.

When the task assigned is performed, ask your trainer for another.

Do not waste the time of other workmen.

If you have a gripe, discuss it at once with your trainer or coordinator, not with your fellow employees.

Treat all matters of rate of pay, pay raises, earnings, in strict confidence. It is no affair of other employees what you earn, and no interest of yours what they earn.

Apply yourself. Listen carefully when work is explained to you. Do not make it necessary to be told the same thing repeatedly.

Your ability to earn more results from your ability to produce. Money for wages come from production.

Your first tasks will be simple-fundamental ones, and at times they may seem menial and dull. Do not expect to become a skilled worker overnight.

Be neat in your housekeeping about your station.

Take criticism of your work on the basis that it is not meant to be personal, but to improve your competence and skill.

Become one of the family -- don't be a "lone wolf." Attend their parties and outings and celebrations.

FORM III

STUDENT'S APPLICATION

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM
of

____

Date ____________

Name ____________ Date of Birth ____________ Age ______

Year in school ________ Homeroom No. ____ Homeroom Teacher ____________

Address ____________ Phone No. ____________ Sex ______

Color of Hair ____________ Color of Eyes ____________ Complexion ________

Weight ______ Height ______ ft. ___ in. ___ General Health ____________

Place of Birth ____________ What physical handicaps do you have? ______

____________ Do you wear glasses? ____________

Are you hard of hearing? ______ Have you ever been arrested? ____________

Have you ever been on probation? ______ Do you have a driver's license? ______

Will you be able to provide your own transportation to your work? ________

Do your parents know you are making this application? ____ Do they approve? ____

List high school subjects taken: Total credits ________

Freshman Year			Sophomore Year			Junior Year		
Subject	Grade		Subject	Grade		Subject	Grade	

In what type of work do you desire training while attending school?

1st choice ____________ 2nd choice ____________

What do you plan to do after graduation? ____________

What do you plan to do five years from now? ____________

Are you working now? ______ Where ____________

What do you like to do in your spare time? ____________

____

FORM IV

PERSONAL DATA SHEET

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

Name____ Date__________________

Father's Name________________________ Age_____ Birthplace__________________

Mother's Name________________________ Age_____ Birthplace__________________

Father and Mother are: Living together____; Living apart____; Separated____; Divorced____; Father deceased____; Mother deceased____; Father has remarried____; Mother has remarried____.

Are you living with someone other than your parents?____ If yes, who?________

Is this person your legal guardian?_____ Their address?__________________

Father's Occupation__________________ Employed by____________________

Father's Education____

Mother's Occupation__________________ Employed by____________________

Mother's Education____

Number of brothers________ Their ages are____________________________

Number of sisters_________ Their ages are____________________________

Do you make your own bed?___Do you mow the lawn?___ Do you either wash or dry dishes?__________ Do you have any other chores assigned to you?____________

What are these chores?____

Do you like to be with other people?____ Younger?____ Older?____ Same Age?___

Do you attend Sunday School or Church?_____ Name Church____________________

What school organizations do you belong to?______________________________

Offices held?____

Name musical instruments you play_______________ Do you sing?_____________

Whistle?____ Give readings?____ Name other talents________________________

What foreign language can you speak?_____ Write____ Understand_____________

FORM IV (cont'd.)

What sports do you enjoy watching?______________________________

What sports do you enjoy playing?______________________________

Do you like to go on picnics?____Dance?____Roller Skate?____Ice Skate?________

Bowling?_____Do you own a car?_____Is it paid for?_____Do you have any debts

to pay?______How much do your parents contribute to your support? None?_______

Little?_______What is needed________More than is needed______Is it a necessity

that you work?______ Why?______________________________

Will you have regular or monthly obligations to meet next year?_______ How fre-

quently do you attend the movies?____per week or____per month. What TV pro-

grams do you like?______________________________

Have you had any serious illness recently?_____ Name of illness________________

Do you have any defects in: Sight?_____ Hearing?_____ Speech?_____ Limb?______

Body?_____ Heart?_____. Describe any other physical defects:________________

____

Precautions necessary due to any of the above named defects:________________

____

Do you enjoy reading?______ What?______________________________

High school subject you enjoyed most:________________ Least:____________

Activities you and your father do together:______________________________

Activities you and your mother do together:______________________________

Which do you prefer: Entertain friends in your home?______ Or going to

parties in friends' homes?______ Do you maintain a savings account?______ In

what occupation do you wish to earn your living after you have completed your

education?______________________________

____

Why did you decide upon the occupation you just listed?________________

____

FORM IV (cont'd.)

What do you know about the occupation previously listed, i.e., type of work, opportunities for advancement, salary, self-satisfaction, etc._______________

____

How have you acquired the previous information? (By reading, experience, observation, etc.)____________________________________

List six teachers you have had classes with:

1.__________________ 3.__________________ 5._______________

2.__________________ 4.__________________ 6._______________

Will you go to college?_____ When do you plan to go?__________________

What college will you attend?____________________________________

What type of course do you want to study?___________________________

Will you have to pay some of your expenses while in college?_____ What part of your expenses will you have to pay? None?_____ 1/4_____ 1/2_____ 3/4_____ All_____. If you had a choice of the following, what occupation would you like to enter? (Art, Music, Engineering, Teaching, Medical, Selling, Office, Mechanics). ___________________ Why?___________________________

____

List the places where you have been employed before:

Place Where You Worked	Person For Whom You Worked	How Long?
_______________	_______________	__________
_______________	_______________	__________
_______________	_______________	__________
_______________	_______________	__________

____
Signature of Student

FORM V

STUDENT AGREEMENT

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

The industrial cooperative education program is planned to develop a student academically, economically, and socially. In doing this, there are definite things that must be done. There are responsibilities the student must realize and he must agree to cooperate in carrying them out to the fullest extent.

As condition for acceptance in the Industrial Cooperative Education Program, I therefore agree:

1. To be regular in attendance in school and on the job.
2. To be on time at school and on the job.
3. To notify my employer as soon as I know that I will be absent from work.
4. To notify the teacher-coordinator as early in the day as possible on days that I am absent from school.
5. If I am absent from school, I must also be absent from work on that day.
6. To carry out my training on the job in such a manner that I will reflect credit upon myself and upon the Industrial Cooperative Education Program.
7. To perform all my duties in a commendable manner and perform related study assignments with earnestness and sincerity.
8. To conduct myself in a satisfactory manner, both on the job and in the classroom, or my training may be discontinued and I may be removed from the program.
9. To know that if I am removed from the program due to failure either in the class instruction or work experience that I will receive a failing grade for the program and will lose both credits.
10. To attend any function the Industrial Cooperative Education class wishes to sponsor.
11. To pay all normal fees and charges necessary to pay for class activities, i.e., banquet, conferences, field trips.
12. To work toward the group and individual achievement goals.
13. To make a concerted effort to abide by all school rules and regulations, and thereby avoid detentions.
14. That while I am at work, I am in a school program and the appropriate school rules apply, i.e., no smoking on the job, etc.
15. To accept counseling and guidance from the teacher-coordinator as an aid to personal improvement.

Date________________________ School Year 19__ - 19__

Signature________________________

FORM VI

ATTENDANCE, DISCIPLINE, HEALTH

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

Student's Name________________________________ Date__________
Last First

	Freshman Year	Sophomore Year	Junior Year	Senior Year
Absences				
Tardies				
Detentions				

Special comments on student's discipline or conduct:

____

____

____

____

Date______________

____
Assistant Principal for Discipline and Attendance

HEALTH RECORD:

Is the above named student in good health?______________________

List any physical defects or limitations which would have any effect on his or her placement in the Industrial Cooperative Education Program.

____

____

____

____

Date______________

____
School Nurse

FORM VII

TEST SCORES

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

Student ____________________ Code: 0 1 2 3 4 Date ____________

Otis Beta (Given 9th year) I.Q.____%
________ raw score
Otis Gamma (Given 10th year) I.Q.____%
________ raw score

Differential Aptitude Test: Score in percentile. (Given 10th year)
Verbal Reasoning ________
Numerical Reasoning ________
Abstract Reasoning ________
Space Relations ________
Mechanical Reasoning ________
Clerical Speed & Accuracy ________
Language Usage: a. Spelling ________
b. Sentences ________

Gordon's Personal Profile Total
(Given ____________)
A - ascendency ____________
R - responsibility ____________
E - emotional stability ____________
S - socialability ____________

Total ____________

Mechanical Comprehension
Test Form BB
(Given 10th year)
raw score ________
percentile ________

Minnesota Paper Form Board: Score in percentile. (Given 9th year)
____

Iowa Reading (Given 8th year)
Comprehensive ________
Vocabulary ________

Stanford Arithmetic (Given 8th year)
Computation ________
Reasoning ________

School & College Ability Test: Score in percentile. (Given 10th year)
Verbal ____________
Quantitative ____________

Total ____________

California Reading Test: (Given yearly)

Year given	9	10	11
Vocabulary grade equivalent			
Comprehension grade			
Equivalent			
Total grade equivalent			

Kuder Interest Inventory:
(Given 11½ year)
Outdoor ____________
Mechanical ____________
Computational ____________
Scientific ____________
Persuasive ____________
Artistic ____________
Literary ____________
Musical ____________
Social Service ____________
Clerical ____________

Thurstone Interest Schedule:
(Given 9th year)
Physical Sc. ____________
Biological Sc. ____________
Computational ____________
Business ____________
Executive ____________
Persuasive ____________
Linguistic ____________
Humanitarian ____________
Artistic ____________
Musical ____________

OTHER TESTS OR REMARKS:

FORM VIII

TEACHER'S RECOMMENDATION

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

Student______________________ Teacher_______________ Date________

	Poor	Below Average	Average	Above Average	Superior
DEPENDABILITY: Prompt, sincere, consistent, able to work without supervision, truthful, follows instructions.					
CULTURAL REFINEMENT: Courteous, considerate, appreciative, good manners, respectful, open-minded.					
LEADERSHIP: Aggressive, forcefulness, imagination, good judgment, resourceful, able to inspire others to act.					
INDUSTRIOUSNESS: Persistence, habits of work, filling one's time with worthwhile activity.					
MENTAL ALERTNESS: Attentive, interest, observing, eager to learn, memory.					
THOROUGHNESS: Accurate, sustained interest, completion of work, careful.					
PERSONAL APPEARANCE AND GROOMING: Clean, unoffensive, neat appearance, inconspicuous, orderliness, poise.					
ABILITY TO GET ALONG WITH OTHERS: Adaptable, friendliness, tactful, cooperative, willingness to be counseled, respect for others, sense of humor.					
SOCIAL HABITS: Attitude, self-control, thoughts of the mind, honesty, loud talking, destructive, argue or complain, give excuses.					
TOTALS					

EMPLOYABILITY: Can this student favorably represent the school on the job? In other words, if you were an employer, would you want this student working for you? YES_______ MAYBE_______ NO_______

OTHER COMMENTS:

FORM IX

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

____________________ High School

MEMORANDUM OF TRAINING

Date______________ 19__

I. The____________________________ will permit____________________________
(Student-Learner)
to enter their establishment for the purpose of gaining knowledge and experience as ____________________________________.
(Occupation)

II. The course of training is designed to run for a two-year period with a minimum of _____ hours per week required for the work experiences and at least one period in each school day required for the supervised and directed study of technical and related subjects.

III. The teacher-coordinators shall, with the assistance of the employer or someone delegated by him, prepare a schedule of processes to be learned on the job and an outline of related subjects to be taught in school. These items to be made a part of this memorandum.

IV. The schedule of compensation to be paid the trainee shall be fixed by the training agency and the teacher-coordinator and shall become part of this memorandum, and a record noted on the back of this sheet. Such wages shall be comparable to wages paid apprentices and other beginners in the occupation in which the student-learner is engaged. They shall conform to the Fair Labor Standards Act of 1938, amended, if applicable.

V. The student-learner will not be permitted, in the process of gaining occupational experience, to remain in any one operation, job, or phase of the occupation beyond the period of time that is necessary for him to become proficient.

VI. The student, while in the process of training, will have the status of student-learner and will not displace a regular worker now employed.

VII. All complaints shall be made to and adjusted by the teacher-coordinator.

VIII. The parent or guardian shall be responsible for the personal conduct of the student-learner while in training.

IX. The employment of the student-learner shall conform to all federal, state, and local laws and regulations.

X. The employer agrees to instruct the student-learner in safety procedures and safe work practices in on-the-job training.

____________________________	____________________________
Teacher-coordinator	Student-learner
____________________________	____________________________
Employer	Parent or Guardian

FORM X

ENROLLMENT RECORD SCHOOL YEAR 19___ - 19___

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

Student ______________________________ Trainer ______________________________

Date of birth __________ Age _____ Training Station ______________________________

Year in School __________ Ind. Coop. I___ II___ Address ______________________________

Parent ______________________________ Phone ___ __________ Ext. ________

Address ______________________________ Phone __________ Occupation __________

Social Security No. __________________ Visitation Time ______________________

DAILY SCHEDULE OF SCHOOL AND OF WORK

Period	Class	Room	Teacher
H.R.			
1st			
2nd			
3rd			
4th			
5th			
6th			

Time leaving school: ____________________

Time at training station: Arriving ______________ Leaving ______________

Method of transportation to training station ______________________________

Special conditions: ______________________________

____

REPORT CARD COPY

SUBJECT		1st	2nd	SEM	3rd	4th	SEM

FORM XI

TRAINER'S EVALUATION OF STUDENT-LEARNER

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

Date____________ 19____

______________________________ Student-Learner

______________________________ Trainer

______________________________ Training Station

______________________________ Dates Covered

NOTE TO TRAINER: Please evaluate the student-learner on all items that apply to your particular situation. Omit those that you feel do not apply. Put a check after each item in the column that indicates your evaluation of the student-learner.

CHARACTERISTIC	Excellent	Above Average	Average	Below Average	Failing
Dependability					
Promptness					
Follows Instructions					
Take Care of Equipment					
Practices Safety					
Accepts Responsibility					
Ability to Learn New Work					
Personal Appearance					
Initiative					
Ability to Work Independently					
Courtesy					
Interest in Job					
Making Satisfactory Progress					
Accepts Criticism					
Cooperates with Fellow Employees					
Effort					

Number of days student-learner was absent from work during this period______

Comments:____

Date____________________ Signature____________________

TRAINING OUTLINE OR JOB ANALYSIS

THE INDUSTRIAL COOPERATIVE EDUCATION PROGRAM

Date ____________________

School ______________________________ Teacher-Coordinator ________________________

Student-Learner ______________________________ Birth date ____________________

Training Establishment ____________________ Address ____________________________

Person responsible for training at the establishment ____________________________

Employment objective Surveyor Assistant O.E. Code Number 17.3700
Accredited training 2 years
(1 or 2 years)

I.	MEASURING DISTANCES AND DIRECTION 1. Use chains, rods, tapes and plumblines 2. Take rod-readings 3. Clear brush 4. Set stakes 5. Read and use surveyor's compass 6. Take magnetic bearings and compensate declinations	16 weeks
II.	USE OF TRANSIT AND LEVELS 1. Set and adjust transit 2. Set and adjust levels 3. Operate transit and various types of levels 4. Clean and care for instruments	16 weeks
III.	LAND SURVEYING 1. Establish base-lines 2. Subdivide sections 3. Make "closed-traverse" surveys 4. Survey by single set-up of transit 5. Survey curved boundaries 6. Relocate lost points 7. Establish grade lines 8. Make topographical surveys 9. Survey areas by compass	16 weeks
IV.	OFFICE WORK 1. Make computations 2. Read and interpret deeds 3. Index and file maps, plans, computations and orders 4. Make layout maps 5. Duplicate maps and charts 6. Clean maps and drawings 7. Maintain office equipment and supplies	14 weeks
V.	MAINTENANCE 1. Sharpen saws, axes, knives, and stakes 2. Clean and repair field equipment 3. Keep shop neat and clean	10 weeks
	(Total training time, half-time basis)	72 weeks

INDUSTRIAL COOPERATIVE EDUCATION

Master Progress Chart

Student-Learner's Record of Progress

Students	Jobs and Related Information Lesson Assignments																						
ELECTRICIANS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1. Ed Roland																							
2. Bill Harvey																							
3.																							
4.																							
AUTO MECHANICS																							
1. John White																							
2. Jerry Long																							
3.																							
4.																							

Block out this section of square in black when the job has been satisfactorily performed without supervision.

Block out this section of square in red when the related information lesson assignment for the job has been completed.

INDUSTRIAL COOPERATIVE EDUCATION

Student-Learner's Progress of Achievement

Name__________ School__________ Occupation Electrician

ON-THE-JOB PERFORMANCE - Job Skills				CLASSROOM ASSIGNMENTS - Conceptual Knowledge					
Operational and Manipulative Processes Job Numbers (Things To Do)	Observation Demonstration	Supervised Performance	Self Performance	Study Guide Assignments Related and Technical Information (Things To Know)	Date Started Assignment	Date Completed Assignment	Study Guide Assignments General Related Information (Things To Know)	Date Started Assignment	Date Completed Assignment
1. Install outlet boxes to stud walls.				3. Ohm's Law	9/10	9/12	6. Social Security	10/2	10/6
				5. Magnetism	9/14	9/15	9. Worker's Compensation	10/8	10/12
Tally in this column for each time you have observed the job being done.				Lesson Assignment			Lesson Assignment		
Tally in this column for each time you have completed the job under supervision.									
Tally in this column when you satisfactorily complete the job without supervision.									
2. Fasten switch boxes to stud walls.	III	II	𝍸						